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ABSTRACT

Intended for students preparing for the General Educational Development (GED) test, this workbook enables them to complete lessons in writing and spelling skills and to take the simulated writing skills tests. The first section contains worksheets on basic writing skills, such as sentence structure, capitalization, and punctuation and the use of pronouns, verbs, nouns, and modifiers. The second section contains worksheets on spelling, including common rules--such as doubling the final consonant--and a list on spelling demons. The third section deals with advanced writing skills, covering such things as parallel construction, confusing modification, and wordiness. The fourth section, on writing practice, contains writing skills guidelines, suggestions about how to do well on the essay portion of the GED writing skills test, a planning sheet, and a writing revision checklist. Each section ends with a test on the material covered. The book concludes with a bibliography and an answer key for the worksheets. (EL)

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THE WRITING SKILLS WORKBOOK

In Preparation for the GED Test
Test I: The Writing Skills Test

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CONTENTS

ACKNOWLEDGMENTS v

INTRODUCTION vi

INDEX vii

BASIC WRITING SKILLS

Worksheet 1 Sentence Structure 1
Worksheet 2 Capitalization 4
Capitalization Assessment 7

Worksheet 3 End Punctuation 10
Worksheet 4 Apostrophes 11
Worksheet 5 Commas 14
Worksheet 6 Semicolons and Colons 18
Worksheet 7 Punctuating Quotations 19
Punctuation Practice Exercise 21
Punctuation Assessment 22

Worksheet 8 Nouns 26
Worksheet 9 Nouns as Subjects 27
Worksheet 10 Making Nouns Plural 28
Worksheet 11 Pronouns 31
Worksheet 12 Pronoun Form 33
Worksheet 13 Pronouns in Word Pairs 35
Worksheet 14 Pronouns after *Than* or *As* 37
Worksheet 15 *We* and *Us* plus a Noun 39
Worksheet 16 *Who* or *Whom*? 41
Worksheet 17 Unclear Reference of Pronouns 44
Worksheet 18 Pronoun Agreement 49
Pronoun Assessment 52

Worksheet 19 Subjects and Verbs 54
Worksheet 20 Helping Verbs 56
Worksheet 21 Verbs in Questions 58
Worksheet 22 Linking Verbs 60
Worksheet 23 Irregular Verbs 63
Worksheet 24 Verb Demons 69
Worksheet 25 Describing Past Action 73
Verb Form Assessment 76

Worksheet 26 Verbs Ending in *S* 78
Worksheet 27 *And, Or, Nor* with Subjects 81
Worksheet 28 Subjects with *There* and *Here* 83
Worksheet 29 Prepositions 84
Worksheet 30 Intervening Prepositional Phrases 86
Worksheet 31 Pronouns in Prepositional Phrases 87
Subject-Verb Assessment 88

Worksheet 32 Adjectives . . . 90
Worksheet 33 Adverbs . . . 92
Worksheet 34 Adjectives or Adverbs (*ly* or not) . . . 93
Worksheet 35 Comparisons . . . 96
Worksheet 36 Double Negative . . . 99
Modifier Assessment . . . 100

SPELLING

Worksheet 37 *I* before *E* Rule . . . 101
Worksheet 38 Doubling Final Consonant Rule . . . 102
Worksheet 39 Final *E* Rule. . . . 103
Worksheet 40 *Y* to *I*-Rule . . . 104
Worksheet 41 Grouping by Common Suffixes . . . 105
Worksheet 42 Spelling Demons . . . 109
Worksheet 43 Spelling Test Practice. . . . 112

ADVANCED WRITING SKILLS

Worksheet 44 Parallel Construction . . . 115
Worksheet 45 Confusing Modification . . . 118
Worksheet 46 Wordiness . . . 121
Worksheet 47 Shifts in Subject and Verb Tense . . . 125
Worksheet 48 *ing* Word Groups . . . 128
Worksheet 49 Choosing the Right Word . . . 130

WRITING PRACTICE

Introduction . . . 139
Writing Skills Guidelines . . . 140
How to Do Well on the Essay Portion ofthe GED Writing Skills Test . . . 141
Initial Writing Practice. . . . 142
Worksheet 50 The Planning Sheet. . . . 143
Worksheet 51 The Writing Revision Checklist . . . 146
Writing Skills Assessment . . . 147

BIBLIOGRAPHY . . . 148

ANSWER KEY . . . 149

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INTRODUCTION

PURPOSE

This writing skills workbook outlines the necessary steps you must take to prepare for Test 1: *The Writing Skills Test* of the GED Test.

FACTS ABOUT TEST ONE

Test 1 measures your ability to recognize and to correct errors in written English. It contains about 80 multiple-choice questions in which you will be asked to:

1. Identify errors in written samples
2. Select the best way to rewrite written samples
3. Identify the misspelled word in five word lists
4. To write a 30-minute essay on a given topic
   (proposed for 1988 Test Revision)

THE WRITING SKILLS PROGRAM

The writing skills program was designed to teach you the fundamental rules of standard written English so that you can recognize and correct errors in written grammar, usage, style, sentence structure, capitalization, punctuation, spelling, logic, and organization.

By following the instructions in this workbook, you will complete lessons in writing and spelling skills and will take simulated writing skills tests.

INDEX

WRITING SKILLS

OBJECTIVES	Worksheet Number
The student will:	
A. Distinguish among a phrase, sentence, and run-on	1
1. Recognize four kinds of sentences	
2. Identify various types of sentences	
B. Capitalize first letter of important words	2
1. Capitalize first word in a sentence and the pronoun "I"	
2. Capitalize proper nouns and adjectives	
a) Capitalize points of the compass when referring to a section of the country	
b) Capitalize names of languages, races, nationalities, and religions	
c) Capitalize titles that precede proper nouns and titles used as names	
d) Capitalize words referring to the Diety	
e) Capitalize important words in titles of books, magazines, movies, and works of art	
f) Capitalize brand names, but not the products themselves	
3. Capitalize only the first word in the complimentary closing of a letter	
4. Capitalize the first word of a direct quotation	
5. Exceptions	
a) Do not capitalize seasons	
b) Do not capitalize school subjects except languages and course names followed by a number	
c) Do not capitalize mother, father, etc., when preceded by a possessive pronoun	
d) Do not capitalize points of compass when they indicate direction	
e) Do not capitalize second part of hyphenated word	

	Worksheet Number
6. Demonstrate mastery of capitalization skills in GED test format	Capitalization Assessment
C. Punctuate words, phrases, and sentences correctly	3
1. Use sentence end marks	
2. Use periods in abbreviations	
3. Use apostrophes	4
a) To indicate ownership	
b) To indicate missing letters in a contraction	
4. Use commas	5
a) To separate three or more series items	
b) Before a conjunction (and, or, nor, but, for, yet, so) to separate two related independent clauses in a sentence	
c) After an introductory word or word group in a sentence	
d) In direct address	
e) In address and dates	
f) After the closing in all letters and after the salutation of a friendly letter	
g) To set off words that interrupt a sentence	
h) To separate two or more modifiers of a noun	
5. Use semicolons and colons	6
a) To separate two related independent clauses in a sentence	
b) Before a long conjunction (however, although . . .) to separate two related independent clauses in a sentence	
c) Before a list	
d) After a business letter salutation	

	Worksheet Number
6. Use quotation marks correctly	7
7. Demonstrate understanding of correct punctuation	Practice Exercise
8. Demonstrate mastery of punctuation skills in GED test format	Punctuation Assessment
D. Identify the functions of words in sentences	
1. Nouns	
a) Identify nouns in sentences	8
b) Identify nouns as subject	9
c) Make nouns plural	10
2. Pronouns	
a) Identify pronouns in sentences	11
b) Identify different pronoun forms	12
c) Use correct pronoun in word pairs	13
d) Use correct pronoun after *than* or *as*	14
e) Use *we* and *us* correctly with nouns	15
f) Use *who* or *whom* correctly	16
g) Avoid unclear reference of pronouns	17
h) Use correct pronoun with its antecedent	18
i) Demonstrate mastery of pronoun usage in GED test format	Pronoun Assessment
3. Verbs	
a) Identify the subject and the single verb in a statement	19
b) Identify the subject and the complete verb in a statement	20
c) Identify the subject and the complete action verb in a question	21
d) Identify linking verbs in sentences	22

	Worksheet Number
e) Use forms of irregular verbs correctly	23
f) Use forms of the verbs lie, lay, sit, set, rise, raise correctly	24
g) Use correct verb form to describe past action	25
h) Demonstrate mastery of verb forms in GED test format	Verb Assessment
4. Subject/Verb Agreement	
a) Identify the verb form that agrees with the simple subject of a sentence	26
b) Identify the verb form that agrees with the subjects joined by *and, or,* and *nor*	27
c) Identify the verb form that agrees with the subject when *there* and *here* precede the verb	28
5. Prepositional Phrases	
a) Identify prepositional phrases in sentence	29
b) Identify the verb form that agrees with a subject where a prepositional phrase intervenes	30
c) Use correct object form in prepositional phrases	31
d) Demonstrate mastery of subject verb agreement in GED test format	S-V Agreement Assessment
6. Modifiers	
a) Identify adjectives in sentences	32
b) Identify adverbs in sentences	33
c) Use correct form of adjectives and adverbs with verbs	34
d) Use correct forms of adjectives and adverbs in comparison	35
e) Avoid use of double negative (adverbs) in a sentence	36
f) Demonstrate mastery of modifier usage in GED test format	Modifier Assessment

	Worksheet Number
E. Spelling Skills	
1. Spell words that use *ie* and *ei*	37
2. Use rules for adding suffixes to words	
a) Add suffixes that begin with vowels to words that end in consonants	38
b) Add suffixes to words that end in a silent *e*	39
c) Add suffixes to words that end in *y*	40
d) Spell words that have suffixes in common	41
3. Recognize misspellings of common spelling demons	42
4. Take spelling tests in GED format	43
F. Use effective writing skills	
1. Express coordinate ideas in grammatically parallel form	44
2. Define clearly the relationship between modifier and the word it modifies	45
3. Express ideas concisely	46
4. Express ideas in consistent person and tense	47
5. Construct sentences using *ing* coordinate groups	49
6. Make correct word choice	49
G. Compose effective paragraphs	
1. Write a paragraph using Planning Sheet	50
2. Evaluate paragraph using Writing Revision Check List	51
3. Demonstrate principals of good expository writing	Writing Skills Assessment

BASIC WRITING SKILLS

WORKSHEET 1

SENTENCE STRUCTURE

OBJECTIVE: To define and recognize the difference between a fragment, a run-on sentence, and a complete sentence

A **fragment** is a group of words which does not express a complete thought. This is also called an incomplete sentence because it lacks a subject and a verb.

EXAMPLES: 1. On my way to work

2. Running through the forest

3. On the bottom of the ocean in a large sunken ship

These fragments, however, can be turned into complete sentences by adding subjects and verbs.

EXAMPLES: 1. On my way to work, I encountered a huge traffic jam.

2. Running through the forest, the boys lost their way.

3. On the bottom of the ocean in a large sunken ship was a vast treasure.

EXERCISE A: Complete the following exercise by adding words to the fragments to make them a sentence.

1. Whistling a happy tune, _____.
2. While Mary waited, _____.
3. With a hammer in his hand, _____.
4. The choir singing to us _____.
5. Wishful thinking _____.
6. To go with John to the market, _____.
7. The dog lying in the front yard _____.
8. Wondering where to go, _____.
9. Between the teacher and her students, _____.
10. Tom's bicycle and Mike's sled _____.

A **run-on** is two complete sentences which are "run together" with only a comma between them or with no punctuation at all.

EXAMPLES: 1. I like yogurt, I eat it every day.

2. I washed my car then I washed my dog.

3. Put your clothes in the washing machine, use a cup of detergent.

However, these run-on sentences can be turned into complete sentences by using proper punctuation and/or appropriate connectors.

EXAMPLES: 1. I like yogurt, and I eat it every day.

2. I washed my car; then I washed my dog.

3. Put your clothes in the washing machine. Use a cup of detergent.

4. When you put your clothes in the washing machine, use a cup of detergent.

EXERCISE B: Identify run-on sentences by putting an "R" in front of the number. If the sentence is correct, place a "C" in front of the number.

_____ 1. Greta walked into the house, she was very surprised to find a party there.

_____ 2. She received some beautiful gifts, some of them were very expensive.

_____ 3. The music was loud, but the guests enjoyed it.

_____ 4. Teenagers are usually hungry, which explains why there was very little food left.

_____ 5. The invited guests represented ten different area high schools.

_____ 6. The party broke up very late, some teenagers had broken their curfews.

_____ 7. After cleaning up, we finally fell into bed at three o'clock in the morning.

_____ 8. There was left-over chocolate cake, we ate it for breakfast with our eggs.

_____ 9. The church bells were chiming, we had to hurry to get there on time.

_____ 10. It had been a busy weekend we were exhausted.

EXERCISE C: Identify the following as "F" for fragment, "R" for run-on sentence, or "S" for sentence.

_____ 1. Although it was dark

_____ 2. Breakfast is always served in the dining room at nine o'clock

_____ 3. Ordering eggs, bacon, toast and coffee

_____ 4. One must learn to deal with stress, it can cause physical sickness

_____ 5. Suicide is a problem among teenagers today, why do you think this is so

_____ 6. Call me at four o'clock, please

_____ 7. Without a nickel in his pocket

_____ 8. Not wanting to hurt her feelings

_____ 9. On the way home from the office, he bought a bouquet of roses for his wife

_____ 10. Roses are beautiful, don't you agree

EXERCISE D: Write a paragraph on your own paper describing your last birthday. Tell how you celebrated it and with whom. Be sure to avoid writing fragments and run-on sentences.

WORKSHEET 2

CAPITALIZATION

OBJECTIVE: To capitalize the first letter of important words

RULE 1: Capitalize the first word in a sentence and the pronoun I.

EXAMPLES: 1. *S*occer is becoming a popular sport.

2. *A*ttending boring lectures is something *I* abhor.

3. *D*o you want to set the table or should *I*?

RULE 2: Capitalize proper nouns and adjectives.

a) Capitalize north, south, east, and west when they refer to a region or a section of the country.

EXAMPLES: 1. My parents always travel to the *S*outh for the winter.

2. The Civil War was fought between the *N*orth and the *S*outh.

b) Capitalize names of languages, races, nationalities, and religions.

EXAMPLES: *L*atin, *E*nglish, *S*panish, *C*aucasian, *S*emitic, *E*skimo, *B*elgian, *C*anadian, *F*rench, *R*oman, *C*atholic, *B*aptist, *H*indu

c) Capitalize titles that precede proper nouns and titles used as names.

EXAMPLES: 1. *S*uperintendent Cody, *P*resident Reagan

2. Come here, *M*other.

d) Capitalize words referring to the Deity.

EXAMPLES: *G*od, the *A*lmighty, *L*ord

e) Capitalize important words in titles of books, magazines, movies, and works of art. Books, plays, works of art, ships, and movies are underlined (or italicized); shorter works like chapters and poems are placed in quotation marks.

EXAMPLES: 1. Gone with the Wind—book

2. Raiders of the Lost Ark—movie

3. the Mona Lisa—painting

4. Time—magazine

5. "When Lilacs Last in the Dooryard Bloomed"—poem

f) Capitalize brand names, but not the products themselves.

EXAMPLES: *I*vory soap, *F*ord sedan, *S*unbeam bread

RULE 3: Capitalize the first word in a direct quotation.

EXAMPLES: 1. The teacher said, "*O*pen your books."

2. Then, the cheerleaders yelled, "*G*o, team!"

RULE 4: Capitalize only the first word in a complimentary closing of a letter.

EXAMPLES: 1. *V*ery truly yours,

2. *S*incerely yours,

EXCEPTIONS: 1. Do not capitalize seasons (summer, winter)

2. Do not capitalize school subjects unless referring to a specific course or language (social studies)

3. Do not capitalize mother, father, etc., when preceded by a possessive pronoun (my mother)

4. Do not capitalize north, south, east, when they indicate direction (Turn north on Wall Lane.)

EXERCISE A: Underline the letter of the word or words which are incorrectly capitalized.

1. All the birds have flown South for the Winter.
2. I am taking Biology, Chemistry II, Spanish, and Math.
3. My Father is a very generous man.
4. Drive North on University Boulevard to get to the shopping mall.
5. Is Summer your favorite season,or is it Spring?
6. Population in the west is less than in the Southwest.

EXERCISE B: Underline the letter of the word or words which require capital letters.

1. when in doubt, i always do without.
2. The Markers have tried to learn about life in the south.
3. Although she now lives in the west, mary liked living in New York City the best.

4. At one time it was thought to be a dead language; however, latin is making a comeback in the public schools.

5. He had a friend who was a buddhist and another who was a roman catholic.

6. After the election, the president gave his acceptance speech to the nation.

7. Because of her sore throat, Jane decided to pay doctor katz a visit.

8. As he entered traffic court, james was dismayed to find he would have to face judge simms, the toughest man on the bench.

9. Mary said, "the lord will make his desires known to me."

10. One of Kate's favorite pastimes was attending her bible study class on Thursdays.

11. The book by John Steinbeck, *the grapes of wrath,* is about itinerant laborers.

12. In order to stay informed, one should try to read either *time* or *newsweek* on a regular basis.

13. in their english classes this term, the freshmen have read *to kill a mockingbird* by harper lee.

14. The president flew to national airport to bid farewell to vice president bush, who was leaving for latin America.

15. After spending several winters in the northwest, the thompsons decided to seek warmer temperatures by moving to the south.

16. My grandmother is a much better cook than my mother; however, mother would never admit it.

17. After her narrow escape from death, Mara declared she had a stronger belief in god.

18. I advised captain tally, "resign from your command."

19. The english people are not known for their cooking; the french, however, are a different story.

20. Try to imagine the life of an eskimo!

CAPITALIZATION ASSESSMENT

OBJECTIVE: To demonstrate mastery of capitalization skills in GED test format

DIRECTIONS: Each of the following sentences has four underlined letters. If one of these letters is an error in capitalization, circle it. If there is no error in the sentence, circle #5—"No error."

1. In preparation for her trip to the South, mother contacted the Automobile Association of America. no error
   1 2 3 4 5

2. *The Grapes of Wrath*, written by Author John Steinbeck takes place in Salinas, California. no error
   1 2 3 4 5

3. on Tuesday, July 4, our family caravan will arrive in the Midwest. no error
   1 2 3 4 5

4. International Business Machines Corp. is the manufacturer of my Electric typewriter. no error
   1 2 3 4 5

5. The directions say to take the Capital Beltway south to the East Central Avenue exit. no error
   1 2 3 4 5

6. What is the longest River in the United States? It is the Mississippi River. no error
   1 2 3 4 5

7. My assigned courses in college last year were English, Algebra, and history. no error
   1 2 3 4 5

8. The pagan Gods played an important role in ancient Greek civilization. no error
   1 2 3 4 5

9. The french aided the colonists in their fight against the British during the Revolutionary War. no error
   1 2 3 4 5

10. The rabbi delivered a sermon on Friday night to his congregation on the moral principles of Judaism. no error
    1 2 3 4 5

11. Delegate Forehand represents the city of Rockville in the House of Representatives. no error
    1 2 3 4 5

12. The sistine Chapel is a popular tourist attraction in Rome, Italy. no error
    1 2 3 4 5

13. Temptations Ice Cream Parlor was the site of Andy's Summer employment. no error
    1 2 3 4 5

14. Montgomery County is one of the fastest growing counties in the State of Maryland. no error
    1 2 3 4 5

15. McDonald's Restaurant has sold more than five million French Fries. no error
    1 2 3 4 5

16. Dr. Daniel Cohen is a child Psychiatrist. no error
    1 2 3 4 5

17. My mother, my Father and Grandma Helen will be here for Thanksgiving dinner. no error

18. Long Island is one of many Islands located in the United States. no error

19. Last night the president gave his State of the Union address on national television. no error

20. The contemporary interpretation of shakespeare's *Romeo and Juliet* is Laurent's *West Side* Story. no error

21. The newly renovated National theater is the home of Washington's production of *Cats.* no error

22. The Sioux Indians, natives of the Southwest, were early inhabitants of the United States. no error

23. Dear Carmen,
I shall be happy to accept the invitation to your party.

Kindest Regards,

no error

24. My Professor, who taught English Composition 101, gave me a poor grade on my paper. no error

25. "Thanksgiving is my favorite holiday," said Sue. "let's have the entire family for turkey dinner." no error

26. I hope my father brings his lastest model from his woodworking course at the museum. no error

27. The Old Testament refers to Moses's crossing of the Red Sea. no error

28. The president of the PTA spoke to all parents on Back to School Night. no error

29. Wonder Bread is one of the softest breads available at local supermarkets. no error

30. Times Square at Forty-Second Street is one of New York's busiest thoroughfares. no error

31. One of the most powerful unions in our country is the American Federation Of Labor. no error

20

32. President Reagan (1) won a landslide victory for the Republican (2) Party (3) in the 1984 election (4). no error (5)

33. The Memorial (1) Day Parade (2) is attended by large numbers of City (3) of Rockville (4) residents. no error (5)

34. Uncle (1) Ben's (2) Rice (3) is a staple in the South (4). no error (5)

35. The State (1) of Washington (2) is located in the Northwestern (3) United States (4). no error (5)

WORKSHEET 3

END PUNCTUATION

OBJECTIVE: To use appropriate sentence end punctuation marks

RULE 1: Use a question mark at the end of a sentence which asks a question.

EXAMPLE: Do you want your lunch now?

RULE 2: Use an exclamation mark when showing strong emotion

EXAMPLE: Take me home immediately!

RULE 3: Use a period at the end of a complete thought, that is, one that contains a subject and a verb.

EXAMPLE: Mary spent one hundred dollars at the grocery store.

OBJECTIVE: To use periods in abbreviations

EXAMPLES: Dr. Brown Nov. lb. Mrs. Jones,

John W. Hancher, Jr. Lt. Col. Barry Canton

NOTE: Acronyms such as SALT, MADD, IBM, and START do *not* require periods.

EXERCISE: Correctly punctuate the following sentences. If the sentence is correct, place a "C" in front of the number.

_____ 1. Holidays can be very tiring

_____ 2. Where are you planning to spend your vacation this year

_____ 3. Mother exclaimed, "Clean up your messy room immediately, or you will not go out of this house tonight"

_____ 4. The lawyer introduced his client, Mr Foley, to his associate, Ms Bowers

_____ 5. When the baby was born, he became Nicholas David McLean, Jr , and Dr Timothy Scholl was named guardian of the child

_____ 6. Will you be staying in New Year's Eve, or will you be going out

_____ 7. In Sept , Capt Hughes asked his commanding officer if he could have a leave of absence

_____ 8. "I refuse to answer that question" the defendant said to the cross examiner

_____ 9. Can a person catch a cold from going outside with a wet head, or is it an old wives' tale

_____ 10. Miss Waring did not want to make the coffee for her boss every morning, but she knew that her promotion might hinge on this very thing

WORKSHEET 4

APOSTROPHES

OBJECTIVE: To use the apostrophe correctly

RULE 1: Use an apostrophe to show possession. If owner does not end with **s**, add **'s**. If owner ends in **s**, add only **'**.

EXAMPLES:		
	a boy's cap	two boys' caps
	a man's cigar	five men's cigars
	babies' toys	the children's hour

RULE 2: Use an apostrophe to indicate where letters have been omitted in a contraction

EXAMPLES:		
	they are	they're
	you will	you'll
	does not	doesn't
	can not	can't

RULE 3: Use an apostrophe to form the ordinary plural of letters, numbers, signs, and words referred to as words

EXAMPLES: 1. Make your 5's and 3's carefully.
Change the −'s to +'s.

2. Your n's look like m's.
Cut down on your so's.

EXERCISE A: Correctly punctuate the following sentences using the apostrophe where needed. If the sentence is correct, place a "C" in front of the number.

_____ 1. Its a great honor to be asked to join the womens club, and when Im asked, I certainly wont refuse.

_____ 2. Many high school students make the mistake of using too many sos and ands in their compositions.

_____ 3. The boys gymnasium is for the use of the St. Johns students only; others cant use it unless invited.

_____ 4. The childrens playground was vandalized recently by people who painted zs everywhere.

_____ 5. The schools job is to educate people; however, many educators insist that the schools should be teaching values as well.

_____ 6. That car is ours, not yours.

_____ 7. Weve decided to take a six week vacation by using next years annual leave.

_____ 8. One hours time is not enough to compose one hundred sentences.

_____ 9. Doesnt it seem strange that John and Marys car has lasted this long?

_____ 10. Are Johns and Joes cars blocking the neighbors driveways?

RULE 4: Many pronouns have special possessive forms and therefore do not use apostrophes.

EXAMPLES: *mine, its, his, yours, hers, ours, theirs, whose*

NOTE: Beware of confusing the contracted and possessive forms of words that have the same pronunciation.

Contraction—*It's* (it is) a nice day. Possession—The dog bared *its* teeth.

He did an honest *day's* work. (idiomatic use of possession)

EXERCISE B: In the blanks following the sentences, write the possessive form of each underlined word. If a word is already possessive, write "C" for correct.

1. My mother-in-law car has broken down. _____
2. The U.S.A. part in the war was small. _____
3. Everyone house had a flag flying. _____
4. The cat ate its food. _____
5. Barbara and Tom doctor studied the lab report. _____
6. The musicians union was on strike. _____
7. The soldiers ate theirs. _____
8. The attorneys offices were closed. _____
9. Anybody guess is as good as mine. _____
10. Hart and Hall pottery shop is open on Sunday. _____
11. The house is a stone throw from here. _____
12. Who books are these? _____
13. Yesterday we saw Russ new car. _____
14. Paul was impressed with Shirley cooking. _____
15. The tire tread was thin. _____

16. They lost <u>they're</u> way. _____

17. <u>Summer</u> end comes too soon. _____

18. As they spoke, the <u>announcers</u> voices shook. _____

19. <u>Gold</u> value has remained through centuries. _____

20. That <u>New</u> <u>Year</u> resolution lasted only a week. _____

WORKSHEET 5

COMMAS

OBJECTIVE: To use commas correctly

RULE 1: Use commas to separate three or more items in a series.

EXAMPLES: 1. Doug likes peanut butter and jelly, bacon and eggs, and coffee and tea.

2. Bob plays tennis, golf, and soccer.

3. Mary went to the store, to the bank, and to the gas station.

EXERCISE A: Use commas where needed. If the sentence is correct place a "C" in front of the number.

_____ 1. Our family has traveled to Hawaii Puerto Rico and Jamaica.

_____ 2. Most high school students take English math science and history.

_____ 3. In the Washington area, January can be a month of rain snow sleet fog or even seventy degree weather.

_____ 4. We ate pancakes bacon eggs toast and grapefruit for breakfast.

_____ 5. On the boardwalk in Ocean City, we bought cotton candy French fries popcorn and pizza.

_____ 6. Tea and coffee and Coca Cola all contain caffeine.

_____ 7. Almonds walnuts and hickory nuts are excellent choices for baking.

_____ 8. At their party, they served cheese and crackers chips and dips and cake and ice cream.

_____ 9. The roller coaster ferris wheel and the merry-go-round are favorite rides among the young.

_____ 10. New York City Atlanta Denver and Dallas are all major cities in the United States.

RULE 2: Use a comma before *and, but,* or *or* when they join main clauses.

EXAMPLES: 1. The Redskins won the Super Bowl in 1983, but they lost in 1984.

2. You can eat now, or you can eat later.

3. Many people heard of our fund raiser, and they sent us money.

EXERCISE B: Use commas where necessary. If the sentence is correct, place a "C" by it.

_____ 1. The little lamb put its head under the gate and it licked my fingers.

_____ 2. Did Greta bake this cake herself or did her mother help her?

_____ 3. I respect your ideas but I cannot follow them.

_____ 4. I like many kinds of tea but apple spice is my favorite.

_____ 5. Keith got lost and we couldn't find him anywhere.

_____ 6. Lisa finishes her training in May and will take her state boards in July.

_____ 7. Did you walk the dog or did the dog walk you?

_____ 8. The Steelers beat Denver last week but they lost to Miami today.

_____ 9. The telephone can be an appreciated device but it can also be a source of aggravation.

_____ 10. Many people heard of our fund raiser and sent us money.

RULE 3: Use a comma after an introductory word, phrase, or clause.

EXAMPLES: 1. Yes, I plan to attend the meeting.

2. Well, you have some nerve.

3. Although he enjoys reading, he rarely has time to do so.

4. Because there was no rain, the crops dried up and died.

EXERCISE C: Place commas where needed.

1. As soon as I saw Ralph's face I knew his team had lost the game.
2. No they do not intend to vote for that candidate.
3. When he was in high school he was a merit scholar.
4. As they approached the mountain they were in awe of the view.
5. Whereas Felix was extremely fastidious Oscar was exactly the opposite.
6. Stumbling down the icy steps Sonia broke her bottle of perfume.
7. Refusing to take no for an answer the tenacious teenager argued with her parents until they gave in.
8. After winning the lottery Margot bought herself a mink coat.
9. Why it's the President!
10. If you want to have a friend you must be one.

RULE 4: Use commas to set off words in direct address.

EXAMPLES: 1. Please start your homework now, Amy.

2. Pay attention, students, as we review for the test.

3. Tom, be sure the house is locked.

EXERCISE D: Place commas where needed.

1. Children your radio is much too loud.
2. You know Joyce how much we enjoy your art work.
3. Rosy did Ann or Pam attend your party?
4. I have decided my friend to share my secret with you.
5. It was your help Edward which kept me going.
6. I'm afraid Patrick that you are singing off key.
7. My dear lady it is improper to talk with food in your mouth.
8. You'll be feeling well soon Robert.
9. Excuse me sir what is the cost of that item?
10. Gentlemen it is time we addressed the issue at hand.

RULE 5: Use a comma to separate items in a date, an address, or a geographical name.

EXAMPLES: 1. We bought our car on Thursday, August 2, 1985, from a neighbor.

2. President Reagan lives on Pennsylvania Avenue, Washington, D.C.

EXERCISE E: Place commas where needed. If the sentence is correct, place a "C" in front of the number.

_____ 1. For your coupon refund, write to the Welsh Corporation 9611 Markhem Street Central City Iowa 20850.

_____ 2. The American Cancer Society 27 North Street Johnstown Pennsylvania will send information upon request.

_____ 3. Joey's birthday is January 15 if you want to send a present to him.

_____ 4. Arlington National Cemetery is located in Arlington Virginia.

_____ 5. The Board of Education for Montgomery County Maryland is located in Rockville Maryland.

RULE 6: Use a comma in the salutation of a friendly letter and the closing of a letter.

EXAMPLES: Dear Aunt Mary,
Dear Sally,
Sincerely yours,
Yours truly,

EXERCISE F: Place commas where needed in the following friendly letter.

1. Dear Uncle Karl

2. It is urgent that

3. we hear from you soon.

4. Love

5. Janie

RULE 7: Use commas to separate words that interrupt a sentence.

EXAMPLES: 1. Eddie, who has his operator's license, was given the job.

2. My parents, of course, were disappointed.

3. Your house, I presume, is finished.

4. The children, by the way, did not come.

EXERCISE G: Place commas where needed. If the sentence is correct, place a "C" before it.

_____ 1. John who is my brother is one of my favorite people.

_____ 2. Dancing as you know is wonderful exercise.

_____ 3. To tell the truth, Mary, I didn't think we would need him.

_____ 4. We should perhaps think this over.

_____ 5. Cats which was on Broadway also played in London.

_____ 6. My grandfather who was born in Russia moved here in 1925.

_____ 7. Night school you know is cancelled when it snows.

_____ 8. Joe the man to whom she is engaged plans to become a doctor.

_____ 9. Bagel our dog is allergic to grass.

_____ 10. All people who drive cars should wear seat belts.

WORKSHEET 6

SEMICOLONS AND COLONS

OBJECTIVE: To use semicolons correctly

RULE 1: Use a semicolon between independent clauses in a sentence if they are not joined by *and, but, or, nor, for,* and *yet.*

EXAMPLES: 1. Jack visited the Grand Canyon; he was astounded by its beauty.

2. Bake me a cake; it is my birthday.

RULE 2: Use a semicolon between independent clauses joined by such words as *for example, for instance, however, therefore, nevertheless, consequently,* etc.

EXAMPLES: 1. The children obeyed; however, they did so resentfully.

2. Rooms were hard to find; consequently, we drove all night.

OBJECTIVE: To use colons correctly

RULE 1: Use a colon before a list of items, especially after words like *as follows* and *the following.*

EXAMPLE: The equipment that you will need is as follows: a tank, regulator, wet suit, and fins.

RULE 2: Use a colon between the hour and the minute, between chapter and verse in Biblical passages, and in the salutation of a business letter.

EXAMPLES: 3:15 p.m. Ruth 2:12 Dear Sir:

EXERCISE: Place semicolons and colons where needed.

1. They went to the grocery store and purchased the following items juice, eggs, coffee, and bread.
2. The train left at 3 45 and returned late that evening.
3. The Lord of the Flies was written by William Golding it won a Nobel Prize last year.
4. Last year we traveled to Italy and Greece however, Greece was by far our favorite.
5. I did not attend the play instead, I went to the concert.
6. Charlie enjoys science fiction novels Mary, on the other hand, prefers mysteries.
7. It was a close game the final score was 23-22.
8. We went on the plane trip however, we did not pay full fare.
9. Gentlemen

   You made a mistake when you sent my order.
10. Here is a list of the things I am returning nails, hammer, and chain saw.

WORKSHEET 7

PUNCTUATING QUOTATIONS

OBJECTIVE: To use correct punctuation with quotation marks

RULE: Quotation marks are used to set off a speaker's exact words.

EXAMPLES: 1. "Let's go to the store," said Mother.

2. Ali said, "I'm anxious for school to start."

Placement of commas

When a quote comes before the rest of a sentence and is not a question or an exclamation, a comma is placed at the end of the quote and inside the quotation marks. *However,* when the quote ends the sentence, the comma is placed before the quote to separate the speaker from his words.

EXAMPLES: 1. "This is not a correct answer," said Ms. Jones.

2. The student responded, "I'll get it right the next time."

NOTE: The first word of a quotation when it begins a sentence is always capitalized.

Placement of end punctuation

If the words being quoted are questions or exclamations, the end punctuation is placed inside the quotation marks. *However,* when the sentence as a whole is a question, the end punctuation goes outside the quotation marks.

EXAMPLES: 1. "Who wants a ride?" asked Jeff.

2. "Not me!" yelled Tom.

3. Who said, "I have the answer"?

NOTE: A comma is not used if a quote at the beginning of a sentence requires a question or exclamation point as in Sentences 1 and 2 of the example.

Divided quotations

Words that name the speaker or separate the exact words being quoted divide the quotation. An extra set of quotation marks must be used.

EXAMPLES: 1. "Why would anyone," asked Sue, "want to breakdance at dawn?"

2. "I would love to join you," said John, "but I am busy tonight."

3. "Think about the problem," said Joe. "See if you can find a solution."

NOTE: If a new sentence is begun it must be capitalized.

EXERCISE A: Correctly punctuate the following sentences. Remember your capitalization rules may be needed.

1. He said why don't you ask Alvin for help
2. I am sure she said that you will agree with me
3. Do you use Yummie cake mix asked Bonnie
4. I don't think I'll watch the Thanksgiving Day Parade Marsha said
5. Who said the car will be ready at noon
6. The teacher exclaimed delightedly you all passed
7. There are he said many things we can do
8. Ray announced we're having pancakes for breakfast this morning
9. Get out of my room yelled Ali to Andy
10. Who asked do you have any cash on hand

EXERCISE B: Correct or add the punctuation and capitalization in the following sentences where needed. If the sentence is correct, place a "C" in front of the number.

_____ 1. Today's game will start at 3 pm said Mrs. Jones.

_____ 2. According to the thermometer said Nurse Tompkins you have a fever

_____ 3. Sergant Smith ordered, "At ease, men!"

_____ 4. Full speed ahead bellowed the captain and torpedo that ship

_____ 5. Get off that horse yelled the trainer

_____ 6. "Can you," asked the teacher, "see your mistake?"

_____ 7 Was it Nathan Hale who said I regret that I have but one life to give for my country

_____ 8. Is the lady ready to order now asked the waiter.

_____ 9. That bottle is labeled clearly said the pharmacist.

_____ 10. Let's drop the subject pleaded the young man I don't want to discuss it further

PUNCTUATION PRACTICE EXERCISE: Correctly punctuate the following sentences which may need more than one punctuation mark.

1. Although Linda did not feel confident in taking the test she managed to pass it with flying colors

2. Virgil are you really prepared for this class asked Mrs. O'Rielly.

3. The presidential inauguration will occur Monday Jan 21 the children of this county will not be excused from school for this historic happening.

4. The students asked their teacher for special help in the following areas locating the main idea locating supporting details and making inferences.

5. When Stephanie arrived at the office she announced to everyones astonishment that she was taking one months leave of absence the entire month of February.

6. Sara is it true that you now reside at 315 Maple Avenue Takoma Park Maryland

7. Alma has always had trouble remembering to cross her ts and dot her is but the worst problem she has is remembering where she keeps her neighbors house key.

8. Doesnt it seem unbelievable that Kathys "baby" has turned out to be twins

9. Dr Sharp has written many books on the same topic that is he always writes about the Eskimo.

10. The pungent thick sickening smell of the mens cigars enveloped the entire room and made Nelly whose stomach was not particularly strong bolt from the room.

11. Going to work day in and day out is not always desirable nevertheless one must put food on the table.

12. Ernest Hemingway refused by the way to accept the fact that he could no longer write novels as a result he killed himself.

13. Not being able to cope with the extremely low temperatures Dot and Bill headed south to Florida

14. Dougs grades in the following subjects were Bs in English As in typing and Cs in Algebra II.

15. Now that you have completed this worksheet don't you have a tremendous feeling of accomplishment

PUNCTUATION ASSESSMENT

OBJECTIVE: To demonstrate mastery of punctuation skills in GED test format

DIRECTIONS: The following sentences may contain an error in punctuation. If you locate an error, circle the number of the underlined part that must be changed to correct the sentence. If there is no error in the sentence, circle #5—"no error."

1. The farmers$_{1}$, the automobile workers$_{2}$, the construction workers$_{3}$ and the truckers voted for the measure$_{4}$. no error$_{5}$

2. Please bring the following$_{1}$ scissors$_{2}$, needles$_{3}$, thread$_{4}$, and a dress pattern. no error$_{5}$

3. The snow is falling in Hagerstown$_{1}$, Maryland$_{2}$, however$_{3}$, there is only freezing rain in Gaithersburg, MD$_{4}$. no error$_{5}$

4. Several states$_{1}$ for example$_{2}$, Maryland$_{3}$, have passed legislation prohibiting sales of drug paraphernalia$_{4}$. no error$_{5}$

5. Ms$_{1}$. Vera K$_{2}$. Smith wanted to go to New York$_{3}$, Mr$_{4}$. Don Drescall chose Florida. no error$_{5}$

6. When you come$_{1}$ bring the following$_{2}$: pencils$_{3}$, notepaper$_{4}$, and envelopes. no error$_{5}$

7. Yes$_{1}$, we will discuss the following$_{2}$: current production$_{3}$, future expansion$_{4}$, and the possibility of a merger. no error$_{5}$

8. The three$_{1}$, large$_{2}$, round packages looked suspicious$_{3}$; consequently$_{4}$, the police demanded that he unwrap them. no error$_{5}$

9. We wonder whether we should've$_{1}$ changed plans$_{2}$, left things as they were$_{3}$, or tried a completely different approach$_{4}$? no error$_{5}$

10. Sam$_{1}$, our counselor$_{2}$, advised us to take the aptitude test$_{3}$; and we questioned him about it$_{4}$. no error$_{5}$

11. Dear Sir$_{1}$:

    We think your bill is in error$_{2}$. Please check your figures again.

    Yours truly$_{3}$,

    Christy Bros$_{4}$. no error$_{5}$

12. The ball was at the Redskins' (1) forty ; (2) it was third down , (3) they needed eight yards . (4) no error (5)

13. "It's too late (1) I believe ," (3) said Carolyn , (4) "to make any more changes." no error (5)

14. John Freeland , (1) the mayor of Rockville , (2) resigned on Nov. 4 , (3) 1984 (4) because of political pressure and family illness. no error (5)

15. Emma Lucas—(1) a friend of my family for many years , (2) sent us some snap shots of Lena , (3) Louise , (4) and George. no error (5)

16. Whether the fault is yours (1) or ours (2) does'nt matter . (3) (4) no error (5)

17. Dear Sally , (1)

The weekend of January 5, 1985 (2) is not a convenient date. Can we try for another time ? (3)

With warm regards , (4)

Sue

no error (5)

18. Mr. Findly , (1) my neighbor , (2) asked if anyone had been seen loitering around his house on the evening of Aug . (3) 8 ? (4) no error (5)

19. No (1) I don't (2) think your attire is appropriate ; (3) would you mind changing your clothes ? (4) no error (5)

20. On June 10 , (1) 1980 , (2) the police searched the apartment at 91 Forbes Street , (3) Towson , (4) Maryland. no error (5)

21. I was born on June 8 , (1) 1941 , (2) in Brooklyn , (3) New York . (4) no error (5)

22. After a friend's wedding (1) we attended a reception in Washington Grove , (3) Maryland . (4) no error (5)

23. Good (1) grief , (2) what can the matter be (3) John ? (4) no error (5)

24. Does the Presidential oath begin , (1) " (2) I do solemnly swear . . . (3) " ? (4) no error (5)

25. Andy$_{1}$, when you come home$_{2}$ please make sure to hang up your jacket$_{3}$ and$_{4}$ put your clothes away. no error$_{5}$

26. George's$_{1}$ breakfast includes bacon and eggs$_{2}$, peanut butter$_{3}$ and jelly$_{4}$ and a cup of coffee. no error$_{5}$

27. "But$_{1}$ Mrs. Beckerman$_{2}$," said Todd, "that's$_{3}$ what I've$_{4}$ been talking about." no error$_{5}$

28. 506$_{1}$ Wayside Drive
Rockville$_{2}$ Maryland$_{3}$ 20853
January 2$_{4}$, 1985. no error$_{5}$

29. Was it Ethan Allen who said$_{1}$, "$_{2}$Give me liberty or$_{3}$ . . . death"?$_{4}$ no error$_{5}$

30. When I was in New York$_{1}$: I visited the Museum of Modern Art$_{2}$, the Carnegie Deli$_{3}$, and$_{4}$ the Cloisters. no error$_{5}$

31. Ali's$_{1}$ a brilliant student$_{2}$, isn't$_{3}$ she.$_{4}$ Or is she just faking it? no error$_{5}$

32. The students were trying to discover if Mrs.$_{1}$ Helen Suprine$_{2}$, their old English teacher$_{3}$, was still with the high school?$_{4}$ no error$_{5}$

33. The Rev$_{1}$ Jim Adams$_{2}$, who's$_{3}$ been at the Rockville Presbyterian Church for ten years$_{4}$, is retiring in September. no error$_{5}$

34. George$_{1}$, my sisters$_{2}$ boyfriend$_{3}$, is so lazy that he won't$_{4}$ answer the door. no error$_{5}$

35. Mark$_{1}$, along with his family$_{2}$ has lived in Rockaway Park$_{3}$, New York$_{4}$, for the last two years. no error$_{5}$

36. Before we depart for Europe$_{1}$, we must remember to pack the following items$_{2}$: alarm clock$_{3}$, tooth brush$_{4}$, and cosmetics. no error$_{5}$

37. Did'nt$_{1}$ you know that Tuesday$_{2}$, January 15$_{3}$, 1985$_{4}$, is Martin Luther King's birthday celebration? no error$_{5}$

36

38. Dear Sir,(1)
Please enclose a new invoice.(2)
Very truly yours,(3)
Mrs. (4) Mary Francis

no error (5)

39. Carleton,(1) when's(2) the next flight(3) to Chicago?(4) no error (5)

40. I was married on June 16,(1) 1963(2) and I'm(3) still in love with my husband.(4) no error (5)

41. For lunch, you may have either peanut butter and jelly on white bread,(1) or a fresh fruit salad,(2) but you may not have any Danish(3) or sherbert.(4) no error (5)

42. Hank.(1) along with his brother(2) Scott,(3) likes to watch old movies,(4) and read *Mad* magazine. no error (5)

43. "Shawn,(1) have you seen my tennis racquet,(2)" asked Mrs.(3) Herlson.(4) no error (5)

WORKSHEET 8

NOUNS

OBJECTIVE: To identify nouns in sentences

A noun is a word that identifies:

1. A *person*—Alicia and Lesli are sisters.
2. A *place*—Rockville is a growing city.
3. A *thing*—The tornado overturned the barn.
4. An *idea*—Olympic champions rely on strength and endurance.

HINT: The words *the, a,* and *an* signal that a noun will soon follow.

EXAMPLE: A tired dog lay on the porch.

Some nouns appear without these signal words.

EXAMPLE: His report was late.

EXERCISE: Underline the nouns in each sentence.

1. Clean the garage after dinner.
2. The plants in the garden grew better with fertilizer.
3. The lift carried passengers to the top of the mountain.
4. Autumn began in September when the leaves changed color.
5. Sam planned to buy a watch on the trip to Switzerland.
6. Those neighbors gave a party for many people.
7. Send the packages on Monday.
8. Hope for peace was encouraged by the meetings.
9. Many travelers enjoyed the beauty of Hawaii.
10. Two rafts overturned in the rapids.
11. Aspirin usually relieves the pain of a headache.
12. When the story ended, the heroine still had not reached the goal.
13. The whistle at noon signaled a break for lunch.
14. Many people visit the Smithsonian each year to see the exhibits.

WORKSHEET 9

NOUNS AS SUBJECTS

OBJECTIVE: To identify nouns as subjects.

RULE: The *subject* names the person, place, or thing about which you are talking or writing. A sentence may have more than one noun functioning as a subject.

EXAMPLES: 1. The mechanic fixed the car.

2. Has Roger gone to the firehouse?

3. After the game was played, the crowd left the stadium.

4. The Empire State Building is in New York.

EXERCISE: Write "S" above the noun(s) which is(are) the subject(s) in the following sentences.

1. The editor of one of the first negro newspapers was a man that I did not know.
2. In the spring, European countries have many tourists
3. Was the last Social Security payment on time?
4. Profiles in Courage, a book by John F. Kennedy, was very popular
5. February 22 was not George Washington's birthday
6. Was Mr. Lewis the principal of the school?
7. The Labor Day Parade will start at Rockville Pike and Viers Mill Road
8. The Bible is not allowed in school anymore
9. The car and the train arrived at the crossing at the same time
10. Audrey got all of her work done before going on vacation
11. Do April showers bring May flowers?
12. Betty and Jim went to the ballgame

WORKSHEET 10

MAKING NOUNS PLURAL

OBJECTIVE: To form plurals of nouns

RULE 1: Add **s** to most words

EXAMPLE: chair—chairs

RULE 2: Add **es** to words that end in **s, x, z, ch, sh**

EXAMPLES: gas—gases, fox—foxes, buzz—buzzes, church—churches, wish—wishes

RULE 3: When the noun ends in o

a) Add **s** if a vowel precedes the **o**

EXAMPLE: cameo—cameos

b) Add **es** if a consonant precedes the **o**

EXAMPLES: potato—potatoes, tomato—tomatoes

c) Add **s** to all musical terms

EXAMPLES: soprano—sopranos, piano—pianos

EXCEPTIONS: avocado—avocados, Eskimo—Eskimos, kimono—kimonos

RULE 4: When the noun ends in **y**

a) Add an **s** if a vowel precedes the **y**

b) Change the **y** to **i** if a consonant precedes the **y**

EXAMPLES: monkey—monkeys, baby—babies

EXERCISE A: In the following blanks, write the correct plural form of the nouns in parentheses.

1. Our apartment has no (vacancy) _____.
2. Turn off all the (radio) _____.
3. We have three (box) _____ of cereal.
4. Squirt those (fly) _____ with bug killer.
5. Her daughter cooked the (potato) _____ for dinner.
6. There are three (bunch) _____ of carrots.

7. I will need two (shoe) _____ to make a pair.

8. Where do you put the good (dish) _____?

9. The husband and wife played two (banjo) _____.

10. The (alto) _____ in the chorus were off key.

RULE 5: When the noun ends in **f** or **fe**

a) Add **s**

EXAMPLE: gulf—gulfs

b) Change the **f** to **v** and add **s or es**

EXAMPLES: wife—wives, life—lives, leaf—leaves, elf—elves, self—selves, knife—knives

RULE 6: When the noun is a compound word

a) With hyphens—add **s** to the principal part

EXAMPLE: father-in-law—fathers-in-law

b) Without hyphens—add **s** to the end of the word

EXAMPLE: cupful—cupfuls

RULE 7: Some nouns change the spelling of the word

EXAMPLES: mouse—mice, child—children, foot—feet, woman—women, man—men

RULE 8: Some nouns do not change

a) Those words that have the same singular and plural form

EXAMPLES: cattle, deer, politics, Chinese, sheep

b) Those nouns that are always singular

EXAMPLES: mathematics, music, measles, news

EXERCISE B: In the following blanks, write the correct plural form of the nouns in parentheses.

1. Can you divide that apple into (half) _____?

2. That newspaper had two (editor-in-chief) _____.

3. Many pieces of (music)_____ were on the piano.

4. The (bookshelf) _____ are painted white.

5. Are there any (sheep) _____ in that pasture?

6. They are a bunch of (thief) _____.

7. I have two (sister-in-law) _____ in this town.

8. It takes two (spoonful) _____ of that salt to make it.

9. How many (foot) _____ are there in this room?

10. Many (Chinese) _____ were killed by the recent earthquake.

WORKSHEET 11

PRONOUNS

OBJECTIVE: To identify pronouns in sentences

Pronouns are words that substitute for nouns so that the nouns are not repeated too often.

Nouns are definite. The reader knows the exact meaning of a noun.

EXAMPLE: The *audience* enjoyed the *play*.

Pronouns are indefinite. Unless the reader is familiar with the subject matter, the exact meaning of the pronoun is not clear.

EXAMPLE: *They* enjoyed *it*.

Learn to recognize the following pronouns. They are the most common:

I you he she it we they me him her us them

EXERCISE A: Using the sample sentences as a guide, substitute a pronoun for each underlined noun.

SAMPLE: 1. Heather threw the ball.
1. She

2. Billy and Sarah watched the eclipse.
2. They

1. We washed the dog carefully.
1.

2. Cars cost more this year.
2.

3. We saw our friends at the party.
3.

4. I ate with John.
4.

5. Aunt Claire bought the jewelry.
5.

6. We told Vanessa about the report.
6.

7. Henry fixed the roof.
7.

EXERCISE B: Identify each underlined word as a noun or pronoun. Write *N* for noun and *P* for pronoun at the end of each sentence.

1. Nancy chose the blue dress.
2. He ran in the race.
3. At the summit, we place the flag.
4. The broadcast reached few homes.
5. I noticed the broken limb.
6. The reporter investigated the charge.
7. We saw you last night.
8. The feast lasted three hours.
9. Prices plunged after the announcement.
10. He told it to the judge.

WORKSHEET 12

PRONOUN FORM

OBJECTIVE: To identify different pronoun forms

The form of a pronoun depends on the relation of the pronoun to other words in the sentence. Unlike nouns, pronouns have different forms to show these relationships. It is important to learn these different forms and to use them correctly. Pronouns can be divided into the following three groups:

	Subject Form	**Object Form**	**Possessive Form**
	Singular		
lst person	I	me	mine, my
2nd person	you	you	your, yours
3rd person	he, she, it	him, her, it	his, hers, its
	Plural		
lst person	we	us	our, ours
2nd person	you	you	your, yours
3rd person	they	them	their, theirs
	Relative		
	who	whom	whose
	which	which	
	that	that	

EXERCISE A: Use the correct form of the pronoun to fill in the blanks.

1. That book is _____ (me, mine).
2. Give _____ (they, them) the list of books.
3. The victory belongs to _____ (he, him) and _____ (I, me).
4. Please call _____ (I, me) when you are ready.
5. Mr. Johns lent _____ (our, us) the text for class.
6. The director thought _____ (he, him) was the best candidate.
7. Did the Kogods say that _____ (they, them) would come?
8. Those gloves are not _____ (her, hers).
9. There is Sue. Speak to _____ (she, her).
10. Joe did not come because of _____ (him, his) cold.

EXERCISE B: Use the correct form of the pronoun in the blanks.

1. Please don't sell the cosmetics until you get an order from _____.
2. I wonder which one of _____ will come for a visit.
3. _____ books are in the locker.
4. The chair lost _____ leg.
5. Tina knows that _____ is the next speaker.
6. If the girls win today, _____ have a chance to win the championship.
7. That game of Trivial Pursuit belongs to _____.
8. _____ are better than _____.
9. I wonder _____ perfume that is.
10. Let the meat cool before tasting _____.

EXERCISE C: Write a paragraph describing the vacation of your dreams. Before you begin, you might want to think about who you were with, where it took place, and what you did. Include as many pronouns as you can.

WORKSHEET 13

PRONOUNS IN WORD PAIRS

OBJECTIVE: To use correct pronoun forms in compound subjects and compound objects

A pronoun is often used incorrectly when it is used with a noun or another pronoun.

EXAMPLE: Incorrect: I'll call Kay and he tonight.

Correct: I'll call Kay and him tonight.

RULE: When a pronoun is used with a noun or another pronoun, make two sentences, using each word separately. The correct pronoun is then usually obvious.

EXAMPLE: I'll call Kay tonight.

I'll call (he, him) tonight.

(*Him* immediately sounds correct.)

BEWARE: Use a subject pronoun *(I, he, she, you, we, they)* after a form of *be (am, is, are, was, were, being been)* even though it may not sound correct.

EXAMPLE: The winners were the boys and (they, them).

The winners were the boys.

The winners were they. (Subject form after *be*)

BEWARE: *Between* is a preposition.

EXAMPLE: She will sit between Jane and me. (not *I*)

EXERCISE: Underline the correct pronoun in the parentheses.

1. We told the Smiths and (they, them) that we would be late.
2. The lifeguard saved Lucy and (he, him) from drowning.
3. The boys and (they, them) left early.
4. Aunt Sally took him and (I, me) to the zoo.
5. (She, Her) and I have missed the last bus tonight.

6. The Whites or (we, us) will be able to pick you up after the game.

7. Just between you and (I, me), I think he's wrong.

8. I saw you staring at Jane and (she, her).

9. There weren't any packages for Mom and (I, me) today.

10. I did not receive a present from (she, her) and Betsy.

11. Mother and (they, them) did not get along.

12. All were present except John and (he, him).

13. Between you and (I, me), this is no place for children.

14. The manager gave Dan and (I, me) free tickets to the theater.

15. Their arguing has never bothered Susan and (I, me).

16. I can't understand why you and (he, him) are friends.

17. Sally and (she, her) were in the bank at the time of the robbery.

18. Both his brother and (he, him) work at the animal shelter.

19. I do not know why they chose him and (I, me) for the part.

20. The Bells and (we, us) were told we had won the lottery.

WORKSHEET 14

PRONOUNS AFTER *THAN* OR *AS*

OBJECTIVE: To use the correct pronoun form in incomplete comparisons that follow *than* or *as*

To determine the correct pronoun after *than* or *as* in a sentence, find the word to which the pronoun is being compared.

RULE 1: If the word to which the pronoun is being compared is the subject, choose the subject form of the pronoun. *(I, he, she, it, we, you, they)*

EXAMPLE: My friend is as smart as (he, him).

(*Friend* is subject—choose *he*)

RULE 2: If the word to which the pronoun is being compared is *not* the subject, choose the object form of the pronoun. *(me, him, her, it, us, you, them)*

EXAMPLE: The audience applauded my partner more than (I, me).

(*Partner* is object—choose *me*)

EXERCISE A: Underline the correct pronoun in the parentheses.

1. You are not as much at fault as (they, them).
2. They receive better wages than (we, us).
3. During the storm the rain did not soak Sandy as much as (I, me).
4. No one has ever been as angry as (he, him).
5. The layoff involves the newly hired workers more than (I, me).
6. The waves battered those in the lighter boats more than (he, him).
7. My boss fired him earlier than (I, me).
8. Everyone lives closer to the bus than (we, us).
9. The witness fortunately identified my look-alike rather than (I, me).
10. Will you be able to stay as long as (they, them)?

EXERCISE B: At the end of each sentence, write "C" if the underlined pronoun is correct. If the pronoun is incorrect, write the correct form.

1. Alice is younger than her.
2. Jane and Henry are better athletes than us.

3. Other countries do not have as high a standard of living as we.

4. The Joneses ate more than they.

5. I cannot swim as well as him.

6. The judge ruled in favor of his opponent rather than he.

7. Our son looks more like my husband than I.

8. Alice is not able to dance as well as her.

9. The old law will not affect old residents as much as us.

10. My grandfather has lived longer than her.

EXERCISE C: Complete the following sentences using the correct pronoun.

1. They didn't paint their house as early as _____.

2. My low grades surprised my teacher more than _____.

3. The other woman bought more fruit than _____.

4. We live in the same town as _____.

5. Janet is almost two years younger than _____.

6. She drives to Ocean City more often than _____.

7. The accident hurt us more than _____.

8. We need the books as much as_____.

9. The fire frightened him more than _____.

10. The new school will benefit Rockville as much as _____.

WORKSHEET 15

WE AND *US* PLUS A NOUN

OBJECTIVE: To use *we* and *us* with nouns

We and *us* are sometimes used with another noun as in "we boys" and "us boys." Use the pronoun alone to determine whether *we* or *us* is correct.

EXAMPLE: (We, Us) boys saw a rabbit.

We saw a rabbit. (Correct)

Us saw a rabbit. (Incorrect)

We boys saw a rabbit. (Correct)

EXERCISE: Underline the correct pronoun in the parentheses.

1. (We, Us) Indians demand payment for our land.
2. Sally gives presents to (we, us) girls on our birthdays.
3. (We, Us) smokers would rather fight than switch.
4. Several of (we, us) friends decided to form a club.
5. (We, Us) diners should exchange information on good restaurants.
6. Please take (we, us) children to a movie.
7. It was (we, us) boys standing at the corner.
8. (We, Us) Millers like pizza!
9. It was (we, us) girls who made the suggestion.
10. My mother bought (we, us) scouts some popcorn.
11. (We, Us) boys sent you the flowers.
12. The company sends its sales reports to (we, us) accountants every week.
13. My mother gave (we, us) kids milk and cookies.
14. (We, Us) Americans waste tons of food every day.
15. The lady was kind to (we, us) beggars.

5. Who did you see during your trip to New York? _____

6. Many men who have been laid off would prefer to be working. _____

7. My information came from persons whom I know well. _____

8. Maggie is certain that she knows the two men who the police arrested. _____

9. He is the man who, I think, has the best qualifications for the job. _____

10. The school is looking for someone whom it can hire to assist the teachers. _____

WORKSHEET 16

WHO OR *WHOM?*

OBJECTIVE: To use *who* and *whom* correctly

RULE: To use the words *who* or *whom* correctly, substitute the words *he* and *him:* if *he* sounds correct, use *who;* if *him* sounds correct, use *whom.*

The *who-whom* problem arises in questions. To select the correct word, substitute *he* and *him;* if necessary, change the words to a more natural order.

PROBLEM: (Who, Whom) did Jim meet?

SOLUTION: *He* did Jim meet. (Jim did meet *he.*)

Him did Jim meet. (Jim did meet *him.*)

(*Him* sounds correct; therefore use *whom.*)

ANSWER: *Whom* did Jim meet?

EXERCISE A: Underline the correct word in the parentheses in each sentence.

1. (Who, Whom) asked a question?
2. (Who, Whom) did you say was ready?
3. (Who, Whom) did you suggest for the office?
4. (Who, Whom) will Ms. Jones ask to give the speech?
5. (Who, Whom) will Mr. Kile send to the meeting?

The *who-whom* problem also arises when a group of words beginning with *who* or *whom* occurs within a sentence. The word group is sometimes surrounded by commas. To select the correct word, remove the word group from the sentence and apply the *he-him* rule.

PROBLEM: The new preacher, (who, whom) has taken Mr. Smith's position, came from the West.

SOLUTION: (who, whom) has taken Mr. Smith's position (word group removed)

he has taken Mr. Smith's position

him has taken Mr. Smith's position

(*he* sounds correct; therefore use *who.*)

ANSWER: The new preacher, *who* has taken Mr. Smith's position, came from the West.

EXERCISE B: Underline the *who-whom* word group in each sentence. Circle the correct word in the parentheses.

1. Miss Jones is the person (who, whom) you should see.

2. Please give this note to (whoever, whomever) arrives first.

3. George knows an employer (who, whom) will hire you.

4. Miss Brodie is a person (who, whom) we have always admired.

5. I did not know (who, whom) he was.

Word groups occasionally begin with a preposition. Include the preposition in the word group and apply the *he-him* rule.

PROBLEM: He is the farmer from (who, whom) we buy our eggs.

SOLUTION: from (who, whom) we buy our eggs (word group removed)

we buy our eggs from *he*

we buy our eggs from *him*

(*him* sounds correct; therefore use *whom*.)

ANSWER: He is the farmer from *whom* we buy our eggs.

EXERCISE C: Underline the *who-whom* word group in each sentence. Circle the correct word in the parentheses.

1. He is a person to (who, whom) we owe a debt of gratitude.

2. That is the man from (who, whom) we obtained our information.

3. She is the girl about (who, whom) everyone is talking.

EXERCISE D: In the blank at the end of each sentence write "C" if *who* or *whom* is used correctly in the sentence. Write "X" if *who* or *whom* is used incorrectly.

1. The two presidents *who* I most admire are Washington and Lincoln. _____

2. Our next president will be *whoever* the delegates select. _____

3. Everybody *who* filled out the questionnaire was counted. _____

4. He is a man *who* nobody trusts. _____

5. *Who* did you see during your trip to New York? _____

6. Many men *who* have been laid off would prefer to be working. _____

7. My information came from persons *whom* I know well. _____

8. Maggie is certain that she knows the two men *who* the police arrested. _____

9. He is the man *who*, I think, has the best qualifications for the job. _____

10. The school is looking for someone *whom* it can hire to assist the teachers. _____

NOTE: Use *who, whom, whose* when referring to people.
Use *which* when referring to animals and things.
Use *that* when referring to people, animals, and things.

EXERCISE E: In the following sentences, demonstrate that you understand the correct use of *who, whom, which, that* by writing the correct pronoun in the blanks in each sentence.

1. The officers _____ we have recently elected have been given directions.

2. Mr. Fink is a man _____ I know can fill this position admirably.

3. We shall gladly suggest to _____ you should apply for that job.

4. Mr. Burns is a member of the firm _____ sells furs and is a man I trust.

5. The agency _____ we have employed will have the information we need.

6. The Aston Company _____ put in this bid, is headed by Mr. Knowles.

7. You are the man _____ I feel should be hired.

8. It is a wonderful thing to be known as one _____ people can trust.

9. Mrs. Turner is a woman _____ has proved herself to be reliable.

10. The students _____ I talked to yesterday said that this school is a great place to learn.

WORKSHEET 17

UNCLEAR REFERENCE OF PRONOUNS

OBJECTIVE: To define clearly the antecedent of a pronoun

A pronoun is a word used in place of a noun. In a sentence, a pronoun derives its meaning from the noun to which it refers. This noun, called an antecedent, is usually a single word rather than a phrase or clause and generally precedes the pronoun in the sentence. When the pronoun refers clearly to an antecedent, the sentence meaning is clear.

Four common sentence constructions can result in unclear pronoun reference and must be corrected to avoid vague sentence meaning.

1. Problem: Two words may be possible antecedents.

   Vague: Sarah told her mother that her house needed painting.

   (Whose house—Sarah's or her mother's?)

   Correction: Reword the sentence, adding any nouns necessary to make the meaning clear.

   Clear: Sarah told her mother that her mother's house needed painting.

   (Sarah said to her mother, "Your house needs painting.")

2. Problem: An idea or a clause is the antecedent. The words *which, this, that,* and *it* often refer incorrectly to ideas or clauses.

   Vague: He cracked his knuckles, which annoyed me.

   He tried to stop the car, but it failed.

   Correction: Substitute a noun for the referring pronoun.

   Clear: He cracked his knuckles, a habit which annoyed me.

   He tried to stop the car, but the brakes failed.

3. Problem: A related form of the noun and not the noun itself is the antecedent.

   Vague: When we looked into the butterfly net, several of them escaped.
   (*Them* refers to *butterflies,* but in this sentence, *butterfly* merely describes *net* and does not stand alone as a noun.)

   This is the diplomat's car that lives in Switzerland.
   (*That* refers to *diplomat;* however, *diplomat* in this sentence merely describes *car* and does not stand alone as a noun.)

Correction: Insert the noun form needed in the sentence. Reword the sentence if necesary.

Clear: When we looked into the butterfly net, several butterflies escaped.

This is the car of the diplomat who lives in Switzerland.

4. Problem: Personal pronouns—forms of *you, they, it*—do not refer to a specific noun. This problem also occurs when personal pronouns refer to "people in general."

Vague: Exercising is popular because it relieves your tensions.

It said on the label to induce vomiting if the bottle's contents were swallowed.

In Venice they generally travel by boat.

Correction: Substitute a specific noun for the personal pronoun. Substitute the word *one* or a specific noun for *you* when talking about people in general.

Clear: Exercising is popular because it relieves one's tensions.

The label said to induce vomiting if the bottle's contents were swallowed.

In Venice people generally travel by boat.

EXERCISE: Each sentence below contains an underlined part that may include an unclear pronoun reference. Beneath each sentence are four possible ways to rewrite the underlined part. Blacken the number next to the answer that you select. Choice 1 is always the same as the underlined part in the sample sentence and may be the correct answer.

1. He asked his boss whether he had made an error.

   (1) whether he had made an error

   (2) if he had made an error

   (3) if he himself had made an error

   (4) if his boss had made an error

2. The speaker continually twitched her right eye, which was distracting to the audience.

   (1) which was distracting to the audience

   (2) that distracted us

   (3) a distracting habit to the audience

   (4) a habit which was distracting to the audience

3. He flew in an airplane at an early age, which determined the course of his career.

   (1) which determined the course of his career

   (2) an event which determined the course of his career

   (3) a time which determined the course of his career

   (4) determining the course of his career

4. Sarah is an accomplished musician, but she doesn't earn her living by it.

   (1) but she doesn't earn her living by it

   (2) however, she doesn't earn her living by it

   (3) but she doesn't earn her living as such

   (4) but she doesn't earn her living by playing music

5. Before the development of antibiotics, you had little protection against infection.

   (1) you had little protection against infection

   (2) it was little protection against infection

   (3) one had little protection against infection

   (4) you were little protected against infection

6. She enjoys reading about astronomy, but she has never studied stars by telescope.

   (1) but she has never studied stars by telescope

   (2) but she has never studied them by telescope

   (3) but she has never studied stars by it

   (4) but she has never studied by telescope

7. I took the drawer out of the table before I painted it.

   (1) before I painted it

   (2) before painting it

   (3) and then I painted it

   (4) before painting the table

8. When we opened the egg carton, we saw that some of them were cracked.

   (1) some of them were cracked

   (2) some of the eggs were cracked

   (3) some in them were cracked

   (4) some were cracked

9. They are not friendly to outsiders in this town.

   (1) They are

   (2) You are

   (3) The townspeople are

   (4) One is

10. Throughout history, they drove the Indians away from their land.

    (1) they drove the Indians away from their land

    (2) the driving of Indians away from their land

    (3) Indians were driven by them from their land

    (4) Indians were driven away from their land

11. In the Victorian era you never appeared in public without a hat.

    (1) you never appeared

    (2) they never appeared

    (3) you didn't appear

    (4) one never appeared

12. He is a millionaire who spends little of it on himself.

    (1) who spends little of it on himself

    (2) from which he spends little on himself

    (3) who spends little money on himself

    (4) little of which is spent on himself

13. He drinks too much coffee, which causes his sleepless nights.

    (1) which causes his sleepless nights

    (2) a practice which causes his sleepless nights

    (3) that causes him to have sleepless nights

    (4) causing his sleepless nights

14. If a person wants to succeed in the newspaper business, he should be prepared to work hard.

    (1) he should be prepared

    (2) they should be prepared

    (3) you should be prepared

    (4) they must prepare

15. The mechanic removed the wheels from the axles in order to examine them.

    (1) to examine them

    (2) for examination

    (3) to examine the wheels

    (4) in order to examine them.

WORKSHEET 18

PRONOUN AGREEMENT

OBJECTIVE: To use the correct pronoun with its antecedent

RULE: A pronoun must agree with its antecedent in number, gender, and person.

EXAMPLES: 1. *Jim* used *his* credit card to make a purchase. (The antecedent of his is Jim; both pronouns are singular and masculine gender.)

2. *Ms. Palmer* used *her* credit card to make a purchase. (The antecedent of her is Ms. Palmer. Both are third person, singular, and feminine.)

3. *Mr. Baker* and *Mr. Carter* used *their* credit cards to make a purchase. (The antecedent of their is Mr. Baker and Mr. Carter. Both are third person, plural, and masculine.)

EXERCISE A: Use the correct form of the pronoun to fill in the blank.

1. Joe talks a great deal, but _____ doesn't say much worth listening to.
2. If Sarah had given the question more thought, _____ never would have said that.
3. Jose, Juan, and Rico were disgusted with the soccer game; it showed as _____ walked off the field.
4. We asked the bank manager to loan _____ five hundreds dollars.
5. The reporter asked the senator to repeat _____ statement on tax reform.
6. The table lost one of _____ legs.
7. Lena Hemebright is so successful at baking that _____ has won many prizes.
8. The irate customer demanded that _____ be served immediately.
9. This is the coach and his assistants first offense, so _____ ought to get a light sentence.
10. This China vase was broken at _____ house.

NOTE: The following words are <u>always</u> singular, and pronouns referring to these indefinite words will also be singular: *each, another, no one, everybody, one, either, somebody, anyone, neither, anybody, everyone, nothing, and someone.*

EXAMPLES: 1. *Everybody* went to the game in *his/her* own car.

2. *Each* of the men wants *his* pay.

The following words are <u>always</u> plural and pronouns referring to these indefinite words will also be plural, *both, many, several, and few.*

EXAMPLES: 1. Both boys won their tennis matches.

2. Many cast their votes in an election.

The following words can be either singular or plural; all, none, some, any, most.

EXAMPLES: 1. Most of the flowers have lost their scent.

2. None of the meat has lost its flavor.

EXERCISE B: Use the correct form of the pronoun to fill in the blank.

1. Anyone may do _____ work after school. (their, his)
2. Everyone who came to the party was given a souvenir to take with _____. (him, them)
3. Several of the girls played _____ game well.(her, their)
4. Any of the men will risk _____ salary for improved benefits (his, their).
5. Either of the women will arrange _____ time to suit the schedule. (her, their)
6. Some of the lunch had lost flavor (their, its).
7. Few will be absent from _____ classes on Thursday (his, their).
8. Most of the girls are having _____ best soccer sesson ever. (her, their)
9. Both contributed to the success of _____ team (his, their).
10. Most of the students had lost _____ pencils. (its, their)

EXERCISE C: Use what you have learned about pronoun antecedents to tell whether the sentences below are correct. If correct, write "C" in front of the number; if an error is found, correct the pronoun.

_____ 1. Many refugees were drowned as they swam to shore and freedom.

_____ 2. Sam put air in the tires, and then they checked the oil.

_____ 3. Everyone must make up their own mind.

_____ 4. I wonder if mine books are at school.

_____ 5. I wonder if the Parkers said they would come to the party.

_____ 6. Sue gave a party to celebrate their fortieth birthday.

_____ 7. None of my trees has shown its blooms.

_____ 8. Nobody could show their identification at the liquor store.

_____ 9. It was her who put the money on the table.

_____ 10. Karl remembered that Australia was a continent and was able to pass his final exam.

EXERCISE D: Write a letter explaining why you or your child missed two weeks of class. You may make up any of the information. Substitute pronouns for nouns whenever possible.

PRONOUN ASSESSMENT

OBJECTIVE: To demonstate mastery of pronoun usage in GED test format

DIRECTIONS: Each of the following sentences has four underlined pronouns. If one of these is an error in pronoun usage, circle it. If there is no error in the sentence, circle #5—"no error."

1. We (1) teachers dislike you (2) telling us (3) how to teach our (4) children. no error (5)
2. Anyone (1) whom (2) loves his (3) children will attempt to raise them (4) properly. no error (5)
3. This assignment is for yourself (1); you (2) must finish it (3) if you (4) hope to pass. no error (5)
4. If anybody (1) loses their (2) wallet, report it (3) to someone (4) wearing an appropriate uniform. no error (5)
5. Joe talks a great deal, but he (1) doesn't say much about anyone (2) or anything (3) that we (4) should listen to. no error (5)
6. If neither (1) boy wants his (2) dessert, I'll be glad to eat them (3) for him (4). no error (5)
7. Us (1) students told him (2) and her (3) that we (4) weren't coming to the party. no error (5)
8. Between you (1) and I (2), Jim told the boys whose (3) fault it (4) was. no error (5)
9. She (1) told him (2) and I (3) that Sally broke her (4) leg. no error (5)
10. Her (1) friend is more sympathetic than I (2) because she (3) always listens better than myself (4). no error (5)
11. Will you (1) give Bonnie and I (2) your (3) opinion after telling us (4) the entire story? no error (5)
12. If I (1) were him (2), I (3) wouldn't put up with that (4) kind of treatment. no error (5)
13. Us (1) mechanics are annoyed with our (2) boss because of who (3) received the bonus he (4) gave. no error (5)
14. Joe may be the driver who (1) delivers oil to our (2) area, but let me (3) speak to whomever (4) is in charge. no error (5)
15. I (1) wish you (2) would give Lucy and I (3) a chance to demonstrate our (4) talent. no error (5)
16. Was it (1) them (2) to whom (3) you (4) referred? no error (5)
17. I'll (1) be there to help. Call me (2) if you (3) need help fixing that machine of your's (4). no error (5)

18. Everybody left their (1) ski boots at the lift; no one (2) will be able to find his (3) own because they're (4) all the same kind. no error (5)

19. Them (1) are the men that (2) we (3) the people elected to our (4) Senate and House of Representatives. no error (5)

20. After taking photographs of us (1) students in our (2) caps and gowns, the photographer put its (3) camera in its (4) bag. no error (5)

21. The Corbetts, who (1) live three blocks away from her (2) and me (3), are giving their house it's (4) final coat of paint. no error (5)

22. I (1) cannot swim as well as he (2), because he (3) is a better athlete than me (4). no error (5)

23. Her (1) and I (2) will be asking him (3) and you (4) to the prom. no error (5)

24. Everyone (1) in our (2) neighborhood lives closer to the park and its (3) lake than me (4). no error (5)

25. I (1) don't know why he (2) selected him (3) and I (4) for the part in the play. no error (5)

26. The hitchhiker whom (1) was picked up by my (2) father and me (3) turned out to be a cousin of yours (4). no error (5)

27. If I (1) were them (2), I'd (3) trim that hedge of theirs (4) even further back. no error (5)

28. It (1) could have been her (2), but I (3) doubt it (4). no error (5)

29. We (1) were scared for a while, but finally it (2) was he (3) who got up the courage to search the house hisself (4). no error (5)

30. He (1) is an interesting person who (2) I (3) would like you (4) to meet. no error (5)

WORKSHEET 19

SUBJECTS AND VERBS

OBJECTIVE: To identify the subject and the single verb in a statement

Every English sentence must have two parts:

1. The subject—a noun or pronoun that performs the action in the sentence. (To find the subject, ask yourself, "Who/What is doing something in this sentence?")

2. The verb—an action word showing what the subject did. (To find the verb, ask yourself, "What did the subject do?")

EXAMPLE: The clerk (S) sold (V) the chair.

Who did something? *clerk*

What did the clerk do? *sold*

Usually the subject appears before the verb. Occasionally the subject appears after the verb.

EXAMPLE: Over the hill stormed (V) the ants (S).

What did something? *ants*

What did the ants do? *stormed*

EXERCISE A: Underline the subject once and the verb twice in each sentence.

1. Dense smog covered the city.
2. The guards remained at their posts.
3. The train passes small towns.
4. Out gushed the water from the hose.
5. The team jogged to the locker room.
6. To their surprise he shot a hole-in-one.
7. In the middle of the road lay a fallen tree.
8. They rented a truck for their move.
9. The disease struck the elm trees in the Midwest.
10. Under the bed hid the playful cat.
11. The trip to Alaska took nine days.

12. In the huge house lived a lonely man.

13. My aunt pawned her favorite necklace.

14. He lost the election by a narrow margin.

15. The judges announced the winner.

16. The court overturned the decision.

17. Some old and tattered clothes hung in the closet.

18. In the afternoon the doctor saw several of her patients.

19. The crowd watched the parade.

20. Suddenly, lightning struck the tree.

EXERCISE B: Write five sentences underlining the subject once and the single verb twice.

1.

2.

3.

4.

5.

WORKSHEET 20

HELPING VERBS

OBJECTIVE: To identify the subject and the complete verb in a statement

Every sentence must have a subject and a verb. Sometimes one or more helping verbs are placed before the main verb to express time or meaning more clearly. The main verb with its helping verbs forms the complete verb.

Notice how the use of different helping verbs (H) with the main verb (MV), *run*, changes the time or meaning of the following sentences.

EXAMPLES:
1. S H MV
   It is run.
2. S H H MV
   It should be run.
3. S H H MV
   It was being run.

The forms of the verb *be* can be helping verbs:

am, are, is
was, were
be, being, been

EXERCISE A: Underline the subject once and the complete verb twice in each sentence.

1. A chimpanzee was swinging in its cage.
2. They are arriving on the noon plane.
3. He was talking about it yesterday.
4. Today I am thinking about my vacation.
5. Yes, we are driving to the event.
6. The boat was battered by the waves.
7. His camper is parked in the driveway.

The following verbs also function as helping verbs when they appear before a main verb.

do, does, did	could, would, should	have, has, had
may, must, might	can, shall, will	

EXERCISE B: Underline the subject once and the complete verb twice in each sentence.

1. He could have given it a better name.
2. They might have been talking about the same show.
3. You will take the car to the shop.
4. That man in the hat certainly does smile strangely.
5. Your casserole has been warmed in the oven.
6. The equipment should be placed in the garage.
7. He could have caused an accident.
8. Fresh vegetables must be frozen immediately.
9. We will have seen 20 movies after tonight.
10. In this hospital, you can visit patients between 7:00 and 9:00 p.m.

EXERCISE C: Write five sentences underlining the subject once and the complete verb twice. Use helping verbs.

1.

2.

3.

4.

5.

WORKSHEET 21

VERBS IN QUESTIONS

OBJECTIVE: To identify the subject and the complete verb in a question

RULE: To locate the subject and the verb in a question, change the question to a statement. The subject and the verb then become more obvious.

EXAMPLES: 1. Can you drive tonight?
becomes
You can drive tonight.

2. Should she be notified about it?
becomes
She should be notified about it.

EXERCISE A: Change each question to a statement. Write the statement underneath the question and underline the subject once and the verb twice.

1. Did the conductor raise his baton?

2. Were the voters confused by the number of candidates?

3. Could you have seen the play from the balcony?

4. Will you be prepared by Wednesday?

5. Has she noticed the flowers?

6. Tomorrow may I visit you?

EXERCISE B: Underline the subject and circle the verb in the following sentences

1. When will the new semester start?

2. After the fight, is the newspaper going to print the picture of the winner?

3. Has the bus ever been on time?

4. During a rain storm, should we close the windows?

5. Should your name and number be listed in the telephone book?

WORKSHEET 22

LINKING VERBS

OBJECTIVE: To identify linking verbs in sentences

Some verbs do not express action; they show instead that the subject has a relationship to another word in the sentence. These verbs "link" the subject to a word that identifies or describes the subject. Such verbs are called *linking verbs.*

EXAMPLES: 1. S LV
He is happy.

(*Is* links the subject *he* to the describer *happy*.)

2. S LV
Lynne was an architect.

(*Was* links the subject *Lynne* to the identifier *architect*.)

The verb *be* is often a linking verb. It has eight forms:

am, are, is, was, were, be, being, been

EXERCISE A: Study the forms of *be* until you can write them from memory.

EXERCISE B: In each sentence put an *S* over the subject and an *LV* over the linking verb. Underline the word that follows the verb and identifies or describes the subject.

1. The Youngman family was new to our neighborhood.
2. His decision was difficult.
3. These firemen were brave in the face of danger.
4. I am the oldest person in the contest.
5. Today she is anxious about the test.
6. You were the winner today.
7. Our pictures are better this year.
8. Some clothes were washable.
9. Left-handed pitchers are few.
10. The weather is too unpredictable.

OBJECTIVE: To discriminate between action and linking verbs in sentences

A small group of verbs may be either action verbs or linking verbs:

appear	stay	seem	remain
smell	look	grow	sound
feel	taste	become	

HINT: If *was* or *were* can be substituted for the verb in the sentence, the verb is usually a linking verb. If *was* or *were* does not sound correct, the verb is probably an action verb.

EXAMPLES: 1. The investigator looked (was) perplexed.

(*Was* sounds correct—linking verb)

2. The crowd looked (were) at the score.

(*Were* does not sound correct—action verb)

EXERCISE C: In each sentence underline the subject once and the verb twice. Place an *A* over the verb if it is an action verb; place an *L* over the verb if it is a linking verb.

1. Dan sounded happy in his letter.
2. The lettuce tastes better this year.
3. The king grew senile with age.
4. They tasted the clam chowder.
5. He appeared quiet after the tranquilizer.
6. He visited several days with each son.
7. He looked young in the picture.
8. Yesterday, the wine tasted bitter.
9. The geese became dots in the sky.
10. The trumpets sounded the alarm.
11. His speech seemed lengthy and monotonous.
12. I felt the softness of the material.
13. The milk stayed fresh in the refrigerator.
14. The children smelled the rose.
15. The astronomer looked through her telescope.

Linking Verbs With Helpers

When a sentence contains helping verbs, the main verb (the last verb in the sentence) determines whether the complete verb is action or linking.

1. If *be, being,* or *been* can be substituted for the main verb, the verb is probably linking.

   EXAMPLES: 1. S H MV
   She will remain (be) active after retirement.

   (*Be* sounds correct—verb is linking verb)

   2. S H H MV
   The guest should have been punctual.

   (*Been* is already main verb—verb is linking verb)

2. If *be, being, been* does not sound correct when substituted for the main verb, the verb is probably an action verb.

   EXAMPLE: S H H MV
   We will be giving (being) money to that charity.

   (*Being* does not sound correct—verb is action verb)

EXERCISE D: Underline the main verb in each sentence. Write *A* or *L* above the verb to tell whether the verb is action or linking.

1. You should have tasted that chowder.
2. He could have been an artist.
3. They will bake the bread tomorrow.
4. At night you might see a shooting star.
5. The dog has remained healthy on this diet.
6. The concert would have sounded better on the right stage.
7. You will look carefully through the files.
8. You will look handsome in that suit.
9. Ellen has been sticking to her diet quite strictly.
10. Don has felt very unhappy about the damaged fender.
11. The children should be well behaved when it gets close to Christmas.
12. My car has run better on premium gasoline this month.

WORKSHEET 23

IRREGULAR VERBS

OBJECTIVE: To use forms of irregular verbs correctly

Many verbs have three forms: the present form shows action in the present; the past 1 form shows action in the past; the past 2 form shows action in the past and must be used with forms of the verb *have (have, has, had)* and the verb *be (am, are, is, was, were, be, being, been).*

EXAMPLES:

Present	Past 1	Past 2 (with forms of *have* or *be*)
go	went	gone

Today I go to the play. (present time)

Yesterday I went to the play. (past time)

I have gone to the play many times. (past with *have*)

RULE: Use a past 1 form if the verb does *not* include a form of *have* or *be.*

Use a past 2 form if the verb includes a form of *have* or *be.*

EXERCISE A: Learn the following verb forms:

Present	Past 1	Past 2 (with forms of *have* or *be*)
beat	beat	beaten or beat
begin	began	begun
blow	blew	blown
break	broke	broken
burst	burst	burst
choose	chose	chosen
come	came	come
do, does	did	done

At the end of each sentence, write the correct past form of the verb in parentheses.

1. The wind has (blow) that old barn down.
2. Has the group (choose) a theme song yet?
3. Harriet (do) the right thing.
4. The crying child's balloon had (burst).
5. I should have (begin) my project earlier.

6. The lions (come) slowly toward our car.

7. You have (break) my favorite vase!

8. He (do) well on his English examination.

9. The paperboy has (come) to our house first.

10. I had already (begin) to mow the lawn.

11. That team was (beat) every year for the last ten years.

12. The victim's leg was (break).

13. We (do) all the exercises in the practice book.

14. Her scarf had been (blow) away.

15. After the election, I (begin) to regret my choice.

EXERCISE B: Learn the following verb forms:

Present	Past 1	Past 2 (with forms of *have* or *be*)
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
fall	fell	fallen
fly	flew	flown
freeze	froze	frozen
give	gave	given
go, goes	went	gone

At the end of each sentence, write the correct past form of the verb in parentheses.

1. He should have (give) me flowers for my birthday.

2. Leroy (drink) a gallon of lemonade.

3. I already (give) you the money for the ticket.

4. Sam (draw) cartoons for the editorial page.

5. Have you (fly) over the Rocky Mountains?

6. He had (go) to his mother in New York.

7. He hasn't (fall) on the slippery steps.

8. Have you (drink) all your iced tea?

9. The water in the pond hasn't (freeze) yet.

10. Marilyn has (drive) only a year.

11. All of us were nearly (freeze).

12. The sketch had been (draw) by a child.

13. We have (drive) for miles on this gravel road.

14. My girlfriend (give) me a sweater for Christmas.

15. Joyce has (go) to the movie.

EXERCISE C: Learn the following verb forms:

Present	Past 1	Past 2 (with forms of *have* or *be*)
grow	grew	grown
ride	rode	ridden
run	ran	run
sing	sang (or sung)	sung
know	knew	known
ring	rang	rung
see	saw	seen
speak	spoke	spoken

At the end of each sentence, write the correct past form of the verb in parentheses.

1. Everyone (run) for the cellar because of the tornado.

2. I had (speak) loudly to the mischievous children.

3. The horse was (ride) for hours without a break.

4. Gerald has (grow) so fast this year.

5. Has anyone here (sing) in a group before?

6. The clerk has already (ring) up the sale.

7. Those carols were (sing) many years ago.

8. The children (see) elephants at the zoo.

9. You should have (know) the answer to that question.

10. He is (see) at the library on Thursdays.

11. Have you ever (ride) in a jeep before?

12. The Smiths had (grow) carrots, beans, and onions in their garden.

13. We (run) all the way to the corner.

14. You had not (speak) so harshly before the argument.

15. My alarm clock has (ring) for ten minutes now.

EXERCISE D: Learn the following verb forms:

Present	Past 1	Past 2 (with forms of *have* or *be*)
steal	stole	stolen
swing	swung	swung
tear	tore	torn
write	wrote	written
swim	swam	swum
take	took	taken
throw	threw	thrown
spring	sprang (or sprung)	sprung

At the end of each sentence, write the correct past form of the verb in parentheses.

1. Have you (write) a letter of complaint?

2. We (swim) three lengths of the pool.

3. I should have (take) a course in typing.

4. Our money was (steal) during the intermission.

5. The students had (take) a ten-minute break.

6. Was the letter (write) recently?

7. The robber had (spring) from a dark alley.

8. Have you (tear) up that letter yet?

9. Mildred (throw) a pie in his face.

10. The birds' nest (swing) in the wind.

11. You have (tear) your new dress!

12. He (spring) over the gate and ran to her arms.

13. The rustlers (swing) from the limb of an old oak tree.

14. Sharon has (write) three books.

15. He (throw) hard to get the batter out at first.

EXERCISE E: Verb Forms Review

At the end of each sentence, write *C* if the underlined verb form is correct. If the verb form is not correct, write the correct form.

1. I begun to feel afraid in the dark.
2. Two members have broke their oath of silence.
3. The club has chosen Henry as its president.
4. George and Alice done the job in half the time.
5. Yesterday, a salesman come to the door.
6. The wind blowed for five days.
7. The ice cubes were froze in half an hour.
8. Have you ever drunk strawberry juice?
9. The plane could have flew another hundred miles.
10. You should have went to bed sooner.
11. Who give you the message?
12. All the hickory nuts had fallen to the ground.
13. Who had rang the fire alarm before the last instructions?
14. By midnight we had sung every song we knew.
15. They swam for three hours in the pond.
16. Who throwed out this perfectly lovely coat?
17. My book had been torn in three places.
18. His wallet had been stolen from his pocket.
19. I seen it with my own eyes.
20. Mother would have knowed about the problem.
21. I had tore a hole in each knee of my slacks.
22. Jason has took every penny from my piggy bank.
23. I drew a pail of water from the well.
24. Everyone drunk thirstily.

25. My allergy has nearly drove me crazy!

26. The bucket had fell into the open well.

27. I had never flown in a plane before.

28. The ice cream must be frozen by now.

29. My teacher give me a phone call yesterday.

30. We could not have gone without your help.

31. The carriage was drawed by four strong horses.

32. I had chose a blue dress for the wedding.

33. That team has never been beaten.

34. Sarah come in the door after the others.

35. The boy had growed three inches taller in a year.

36. He has ran for governor in the last four elections.

37. Father has spoke about you often.

38. The baby had tore open the package without looking at the card.

39. I had known you were coming before Sally called.

40. I seen him take it.

41. We should not have taken so many suitcases.

42. The fighter swung at his opponent.

43. On that day I threw my clothes into a suitcase and headed for the airport.

44. We had ridden several hours in the intense heat.

80

WORKSHEET 24

VERB DEMONS

OBJECTIVE: To use forms of the verbs *lie, lay, sit, set, rise, raise*

The misuse of *lie* and *lay* is common.

HINT: To determine whether to use a form of *lie* or *lay*, substitute the verb *put*. If *put* makes sense in the sentence, use a form of *lay*.

Learn the following verb forms:

Present	-ing Form	Past 1	Past 2 (with forms of *have* or *be*)
lie	lying	lay	lain (to be reclining or resting)
lay	laying	laid	laid (to put or place something)

EXERCISE A: Underline the correct verb in each sentence.

1. Yesterday Harry (lay, laid) a package on my new coat.
2. The tramp (lay, laid) down on the park bench.
3. Alice had just (lain, laid) down.
4. He (lay, laid) in bed all day.
5. The dog was (lying, laying) around the house.
6. Gerald was just (lying, laying) around the house.
7. She had (lay, laid) a wet towel on the new table.
8. Your purse was (lying, laying) in the front seat of the car.
9. Have they (lain, laid) the foundation for the house yet?
10. Father (lay, laid) his work aside for the day.

Sit and *set* are sometimes confused.

HINT: To determine whether to use *sit* or *set*, substitute the verb *put*. If *put* makes sense in the sentence, the verb *set* is usually needed.

Learn the following verb forms:

Present	-ing Form	Past 1	Past 2 (with forms of *have* or *be*)
sit	sitting	sat	sat (to be in an upright position)
set	setting	set	set (to put)

EXERCISE B: Underline the correct verb in each sentence.

1. **No one had (sat, set) in the seats at the front of the theater.**
2. **Please (sit, set) a vase on that table.**
3. **You (sit, set) in that chair close to the band.**
4. **Were you (sitting, setting) in the front seat at the time?**
5. **(Sit, Set) and wait for the doctor.**
6. **You have (sat, set) there long enough.**
7. **Tiny plants were (sat, set) out in the garden.**
8. **Where were you (sitting, setting) in the auditorium?**
9. **Father had just (sat, set) quietly during the discussion.**
10. **The telephone was (sitting, setting) near the piano.**

Rise **and** ***raise*** **are often confused.**

HINT: If the words *force, forcing,* or *forced up* may be substituted, use a form of *raise.*

Learn the following verb forms:

Present	-ing Form	Past 1	Past 2 (with forms of *have* or *be*)
rise	rising	rose	risen (to go up)
raise	raising	raised	raised (to force up or be forced up)

EXERCISE C: Underline the correct verb in each sentence.

1. The water (rose, raised) several feet because of the four-day rain.
2. Taxes (rise, raise) higher each year.
3. My landlord is (rising, raising) my rent.
4. His temperature has been (rising, raising) all night.
5. The flames of the fire were (rising, raising) above the barn.
6. The infection caused his fever to (rise, raise).
7. The price of food is (rising, raising) more slowly this year.
8. Every politician promises not to (rise, raise) taxes.
9. The river (rises, raises) every spring.

10. Alice (rose, raised) the flag to the top of the pole.

11. This old yeast will not make the dough (rise, raise).

12. The shortage will cause the price of apples to (rise, raise).

13. Mother had (rose, risen) early on my wedding day.

14. In the final act, fifty balloons (rose, raised) into the sky.

15. My boss refused to (raise, rise) my salary.

EXERCISE D: Review Exercise *(Lie-Lay, Sit-Set, Rise-Raise)*

Write *C* if the underlined verb form is correct. If the verb form is not correct, write the correct form at the end of the sentence.

1. The house lies on a perfectly level foundation.

2. Many people raise to greatness in a war.

3. Beyond these plains, the mountains rise sharply.

4. The children normally set in the back during the service.

5. The cat must have been laying under the porch.

6. A huge tree laid across the road.

7. I often set on that river bank when I want to be alone.

8. Dark clouds were rising in the west.

9. I have lain my keys in the top drawer.

10. I had laid the gloves on the seat of the car.

11. The evidence was laying at the bottom of the river.

12. The dog had been lying in the shade of the maple tree.

13. Can't you set still for five minutes?

14. A film of dew laid over the grass.

15. Your temperature rises in the afternoon.

16. The fans did not set down during the last half of the game.

17. His temperature raised to 105 degrees during the fever.

18. He is setting in the den.

19. Papers and trash were lying in the yard.

20. Lay down, Rover!

21. The price of my stocks was rising.

22. We were always sitting around and playing games on Sundays.

23. Lay in the old hammock.

24. Bill laid out his clothes before the trip.

25. Anne and Ed were sitting before a fireplace.

WORKSHEET 25

DESCRIBING PAST ACTION

OBJECTIVE: To use correct verb forms to express past action

RULE 1: To describe two actions that happened at the same time in the past, use the simple past form of a verb to describe each action.

EXAMPLE: The doctor *said* that he *had* an ulcer.

RULE 2: To describe two actions that happened at different times in the past, use one of these methods to describe the past action that happened first.

1. Use *had* with the past 2 verb form. (Review Worksheet 23 in necessary.)

EXAMPLE: Wrong: Suddenly I *remembered* that I *left* the keys on the table.

Right: Suddenly I *remembered* that I *had left* the keys on the table. (Leaving the keys happened first.)

2. Use a phrase beginning with *having* plus the past 2 verb form.

EXAMPLE: Wrong: *Taking* the wrong turn, he *arrived* an hour late.

Right: *Having taken* the wrong turn, he *arrived* an hour late. (Taking the wrong turn happened first.)

NOTE: Use *had* plus the past 2 verb form in an "if clause" that describes the earlier of two past actions. Never use *would have* in this type of clause.

EXAMPLE: Wrong: *If* I *would have taken* that road, I would have avoided the bridge.

Right: *If* I *had taken* that road, I would have avoided the bridge.

EXERCISE: Each sentence contains an underlined part that may use the past tense incorrectly. Beneath each sentence four ways to rewrite the underlined part. Check the number next to the sentence part that uses the correct past tense form. Choice 1 is always the same as the underlined part and is sometimes the correct answer.

1. There was a parking lot where the old store <u>was</u>.

1) was

2) had been

3) is

4) stood

2. Watching the program for ten minutes without interest, we turned the channel.

   1) Watching

   2) To watch

   3) To have watched

   4) Having watched

3. The State Department consulted her because she lived in the remote country for five years.

   1) lived

   2) was living

   3) did live

   4) had lived

4. He thought that they left earlier.

   1) left

   2) would have left

   3) had left

   4) did leave

5. If I would have eaten breakfast, I would not be so hungry now.

   1) would have eaten

   2) ate

   3) had eaten

   4) would eat

6. Staying awake all night, I slept throughout the next day.

   1) Staying

   2) Being

   3) Having stayed

   4) To be

7. They laughed when the ten clowns tumbled out of the little car.

   1) laughed

   2) would have laughed

   3) had laughed

   4) did laugh

8. My friends canceled the dinner after I already made baby-sitting arrangements.

   1) made

   2) would have made

   3) did make

   4) had made

9. We could have avoided the traffic jam if we would have listened to the radio traffic report.

   1) would have listened

   2) listened

   3) had listened

   4) were listening

10. They gasped when they finally saw the snow-capped Rockies in the distance.

   1) saw

   2) had seen

   3) would see

   4) would have seen

VERB FORM ASSESSMENT

OBJECTIVE: To demonstrate the mastery of verb forms in GED test format

DIRECTIONS: Each of the following sentences has four underline parts. If one of these is an error in verb usage, circle it. If there is no error in the sentence circle #5—"no error."

1. Gary and I <u>am</u> (1) <u>supposed</u> (2) <u>to rehearse</u> (3) and <u>to plan</u> (4) our scenes tomorrow. <u>no error</u> (5)

2. This morning Janice and <u>I</u> (1) <u>seen</u> (2) a terrible <u>accident</u> (3) <u>occur</u> (4) at the intersection. <u>no error</u> (5)

3. Who <u>would</u> (1) have <u>guessed</u> (2) that it <u>would be</u> (3) she who <u>would get</u> (4) the part of Lady Macbeth? <u>no error</u> (5)

4. I <u>was</u> (1) <u>waiting</u> (2) at the restaurant for twenty minutes before Gerry finally <u>came</u> (3) <u>sauntering</u> (4) through the door. <u>no error</u> (5)

5. Three actors from the Folger Theater <u>was</u> (1) <u>planning</u> (2) <u>to attend</u> (3) our class <u>to watch</u> (4) our scene productions. <u>no error</u> (5)

6. If I <u>was</u> (1) there, Frazier <u>would</u> (2) not <u>have insulted</u> (3) your integrity and <u>gotten</u> (4) away with it. <u>no error</u> (5)

7. Grandmother, who <u>was</u> (1) not accustomed to visitors, <u>told</u> (2) the salesman, "<u>Come</u> (3) in and <u>set</u> (4) a spell." <u>no error.</u> (5)

8. <u>Louise</u> (1) <u>laid</u> (2) on the beach yesterday, and even though it <u>was</u> (3) quite cloudy, she still <u>sustained</u> (4) a bad burn. <u>no error</u> (5)

9. One of the most glorious pleasures of life <u>is</u> (1) <u>watching</u> (2) the sun <u>raise</u> (3) in the morning and <u>set</u> (4) in the evening. <u>no error</u> (5)

10. There <u>was</u> (1) three dozen doughnuts in the box, but by ten o'clock they <u>had</u> (2) all <u>been</u> (3) <u>eaten</u> (4). <u>no error</u> (5)

11. Although Tom <u>is</u> (1) a very good swimmer, he has not <u>swam</u> (2) as frequently as he <u>would</u> (3) have <u>liked</u> (4). <u>no error</u> (5)

12. The remark that <u>begun</u> (1) the argument <u>was</u> (2) <u>made</u> (3) by a woman who was not <u>used</u> (4) to dealing with adults as intelligent as she. <u>no error</u> (5)

13. After the swimmer <u>had swum</u> (1) his last stroke, he <u>received</u> (2) a trophy for <u>having</u> (3) <u>gained</u> (4) the most points in the meet. <u>no error</u> (5)

14. Someone (1) drunk (2) the last of the milk; consequently, there was (3) none left (4) for coffee the next morning. no error (5)

15. When Romeo discovered (1) Juliet, whom he believed (2) to be dead, he took (3) a lethal dose of poison because his heart was broke (4). no error (5)

16. Did (1) you know (2) that in his will William Shakespeare (3) bequeathed (4) his "second best bed" to his wife? no error (5)

17. Where is (1) the items (2) I requested (3) you to purchase (4) at the hardware store yesterday? no error (5)

18. Jane could not (1) have known (2) that she would be selected (3) to participate (4) in the upcoming tennis tournament. no error (5)

19. Although Mary's acting talent was (1) considered (2) outstanding, the director had (3) chose (4) someone else because of her uncooperative attitude. no error (5)

20. He wished (1) he had drove (2) the extra ten miles into the city to see (3) the fireworks, which were (4) far superior to those in the suburbs. no error (5)

21. The fallen tree (1) laid (2) across the road for twenty-four hours before a clean-up crew (3) came (4) to remove it. no error (5)

22. Ann sung (1) so well that she was (2) given (3) the part of Balthasar in Shakespeare's *Much Ado About Nothing*; however, she decided (4) to make the scene humorous by singing off key. no error. (5)

23. Even before the professor had (1) insisted (2) upon it, the industrious student had (3) did (4) his work. no error (5)

24. The "To be (1) or not to be: that is (2) the question" soliloquy spaketh (3) by the prince of Denmark in *Hamlet* is (4) one of the best-known quotes from Shakespeare. no error (5)

25. All hope (1) of finding (2) the treasure was (3) lost when the ship sunk (4). no error (5)

WORKSHEET 26

VERBS ENDING IN *S*

OBJECTIVE: To identify the verb form that agrees with the simple subject of a sentence

Whenever the action in a sentence happens in the present, follow the "One S Rule" for matching subjects and verbs.

RULE 1: When the subject is one person or thing, the verb must end in **s.** (One S Rule)

EXAMPLES: 1. My uncle walks to the park. (Subject is **one;** verb needs an **s.**)

2. She seems tired. (Subject is **one;** verb needs an **s.**)

RULE 2: When the subject is plural (two or more), the verb must **not** end in **s.**

EXAMPLES: 1. My uncles walk to the park. (Subject is plural; verb has no **s.**)

2. They tire easily. (Subject is plural; verb has no **s.**)

EXCEPTIONS: The words **I** and **you** are never used with **-s** verbs.

EXAMPLES: 1. You drive the car well.

2. I drive the car well.

EXERCISE A: Using the "One **S** Rule," underline the correct verb.

1. Muhammed Ali (boxes, box) for a living.
2. I (hurries, hurry) to get to work on time.
3. She (pays, pay) the rent on Friday.
4. They (uses, use) less fuel now.
5. The farmers (sows, sow) seeds in the spring.
6. Older children (bosses, boss) their younger brothers and sisters.
7. His father (worries, worry) about him.
8. It (says, say), "Keep off the grass."

Some verbs have unusual forms in the present tense. The forms used with a singular (*one*) subject still have *s* endings, however.

Singular Subject Verb Forms	Plural Subject Verb Forms
has	have
does	do

DIRECTIONS: Each of the following sets of words could be subjects of a sentence. Write the correct verb form to agree with each subject.

EXERCISE B: *Has* or *Have*?

1. The piano _____
2. My son _____
3. Her songs _____
4. Men _____
5. The play _____
6. It _____
7. We _____
8. Pictures _____
9. The cow _____
10. You _____

EXERCISE C: *Does* or *Do*?

1. Cooking _____
2. They _____
3. I _____
4. People _____
5. You _____
6. A thunderstorm _____
7. Two layers _____
8. The birds _____
9. It _____
10. We _____

The verb *be* uses these forms to show action in the present.

Singular Subject Verb Forms	Plural Subject Verb Forms
is, am	are

Use *is* (the form ending in *s*) with one subject. Use *are* with plural subjects.

EXAMPLES: 1. S V
She is the new governor.

S V
2. The tractors are in the barn.

EXCEPTIONS: 1. Use *am* with *I*.

EXAMPLE: S V
I am on the roof.

2. Use *are* with *you*.

EXAMPLE: S V
You are the winner.

EXERCISE D: *Is, Am,* or *Are*?

1. We _____
2. Dad _____
3. I _____
4. Children _____
5. The zoo _____
6. Twelve jurors _____
7. The weather _____
8. Prices _____
9. He _____
10. Glasses _____

The verb *be* has two unusual forms that show past action—*was* and *were*. Again, the form ending in *s* is used with one subject, and the form without *s* is used with plural subjects.

EXAMPLES: 1. He (s) was (v) my attorney.

2. They (s) were (v) my attorneys.

EXCEPTION: Use *were* with *you*.

EXAMPLE: You (s) were (v) the last camper to arrive.

EXERCISE E: *Was* or *Were*?

1. They _____
2. I _____
3. The kittens _____
4. Seven buttons _____
5. She _____
6. You _____
7. My house _____
8. His ankle _____
9. Those cars _____
10. They _____

EXERCISE F: Fill in the correct verb form in the following sentences.

1. The supervisor _____ (ask, asks) the workers to be on time.
2. We _____ (are, is) the last to leave.
3. After the flood, Mary Ellen _____ (was, were) taken to the hospital.
4. _____ (Does, Do) you have my paint brush?
5. The spring semester started in May and all the students_____ (was, were) there.
6. I_____ (am, are) the substitute teacher tonight.
7. _____ (Has, Have) the songs been recorded?
8. The men _____ (were, was) all soldiers.
9. My dogs _____ (walk, walks) down to the store each day.
10. At that store, Mr. Collins _____ (does, do) all the work.

WORKSHEET 27

AND, OR, NOR WITH SUBJECTS

OBJECTIVE: To identify the verb form that agrees with subjects joined by *and, or,* and *nor*

A sentence may have two or more subjects joined by *and, or,* or *nor.*

RULE 1: When two or more subjects are joined by *and,* the complete subject is considered plural.

EXAMPLES: 1. Don and I (was, were) friends.

2. The boys and their dog (takes, take) a walk each day.

RULE 2: When two or more subjects are joined by *or* or *nor,* match only the subject closest to the verb with the verb.

EXAMPLES: 1. He or his parents (was, were) notified.

2. His parents or he (was, were) notified.

3. (Is, Are) your dog or your cats at the kennel?

EXERCISE A: Circle the word that joins the subjects. Then underline the correct verb in parentheses.

1. The dress and two pairs of shoes (was, were) lost at the airport.
2. Neither he nor his friend (knows, know) the answer to the question.
3. The scarf and the keys (belongs, belong) to Ralph.
4. (Does, Do) Harry or the twins have the tickets?
5. Either my map or those signs (is, are) wrong.
6. Elaine, Dave, or Karen (writes, write) the headlines for the paper.
7. Neither my father nor my mother (watches, watch) the television.
8. Strawberries and grapes (is, are) usually served cold.
9. Either the baby or the puppy (chews, chew) the pillow.
10. Both the radio and the television (is, are) out of order.
11. Steak, chicken, and shrimp (is, are) on the menu.
12. The hedge and the fence (blocks, block) the view.

13. Neither trout nor porgies (was, were) caught in the pond last year.

14. His voice and his smile (reminds, remind) me of you.

15. Neither Ann nor Sue (has, have) the flu now.

16. The speed and the rate of ascent of the jet (is, are) impressive.

17. Aspirin and bed rest (relieves, relieve) the symptoms eventually.

18. Neither the hero nor the villains (wins, win) the battle.

19. The red velvet or the pink silk (matches, match) the decor.

20. The clerks or the manager (fills, fill) the orders.

EXERCISE B: Complete the following sentences using the correct verb form (present).

1. Fourth of July and Labor Day _____.

2. Neither the people nor the police _____.

3. Joe or Bill _____.

4. The firecrackers and the watermelon _____.

5. Either Sara or James _____.

6. Steak, lettuce, and bread _____.

7. _____ Lynn and Sue going with you?

8. Both the baby and the sitter _____.

9. Jim, Janet, Kevin, and Chris _____.

10. Neither the Senate nor the Congress _____.

WORKSHEET 28

SUBJECTS WITH *THERE* AND *HERE*

OBJECTIVE: To identify the verb form that agrees with the subject when *there* and *here* precede the verb

There and *here* are never subjects of a sentence. When a sentence begins with *there* or *here*, the subject usually appears after the verb.

EXAMPLES: 1. There were (V) twelve tickets (S).

2. Here lies (V) the forgotten key (S).

EXERCISE: In each sentence underline the subject once. Underline the correct verb in the parentheses twice.

1. There (is, are) a box of envelopes in the drawer.
2. Here (comes, come) John and his friends.
3. (Is, Are) there enough desserts for second helpings?
4. Here (goes, go) the final round.
5. There (is, are) no parking spaces.
6. There (was, were) many people lining the sidewalk.
7. Fortunately, there (was, were) wood for the fireplace.
8. Here (is, are) our choices for governor.
9. Often there (is, are) mosquitoes near the garden.
10. Yes, here (is, are) the letters.
11. Soon there (was, were) swallows in the barn.
12. At times there (was, were) doubts in his mind.
13. There (is, are) no excuse for your actions.
14. At the site there (is, are) evidence of an ancient civilization.
15. Here (is, are) the landing point for the sailors.

WORKSHEET 29

PREPOSITIONS

OBJECTIVE: To identify prepositional phrases in sentences

List of Prepositions

about	before	during	off	throughout
above	behind	except	on	to
according to	below	for	on account of	toward
across	beneath	from	onto	under
after	beside	in	opposite	underneath
against	besides	in spite of	out of	until
along	between	instead of	outside	up
among	beyond	into	over	upon
around	but (except)	like	past	with
at	by	near	since	within
because of	down	of	through	without

A preposition shows the relationship between the noun or pronoun that immediately follows the preposition and another word in the sentence. In each of the following sentences, the circled preposition shows the relationship between the two underlined words.

EXAMPLES: 1. That slice (of) cake was delicious.

2. We awoke (before) him.

3. The jet flew (above) the towering clouds.

The noun or pronoun that follows the preposition is called the object of the preposition. A group of words that begins with the preposition and ends with the object is called a prepositional phrase. A prepositional phrase may also include the adjectives that describe the object if they appear between the preposition and the object. A sentence may have several prepositional phrases. In the following sentences the prepositional phrases are underlined.

EXAMPLES: 1. That slice *prep.* *obj.* of cake was delicious.

2. We awoke *prep.* *obj.* before him.

3. The jet flew *prep.* above the towering *obj.* clouds.

4. *prep.* *obj.* During the summer the swallows nest *prep.* *obj.* in the loft *prep.* *obj.* of the barn.

EXERCISE A: Make a prepositional phrase with each underlined preposition in the list above. Show the list to your teacher.

EXERCISE B: Underline each prepositional phrase in the sentence below. Remember that a sentence may have more than one prepositional phrase.

1. A little girl with red hair was standing near the stranger.
2. The wind blew the vase of flowers off the table.
3. No one but Alice has been in a museum.
4. Mother rushed down the stairs and grabbed the child into her arms.
5. The trip through the mountains was postponed for another month.
6. A congressman from Maine will visit our club on Tuesday.
7. The bank near the shopping center was robbed during the celebration.
8. Several girls beside us giggled during the entire performance.
9. Loved by women and feared by men, Sam was one of the most famous figures of our time.
10. In our classes every student is enrolled in an individualized program.
11. After the accident everyone asked Harry about the cause.
12. In our neighborhood everyone spends most of his time in his house.
13. When you are flying in a plane, people on the ground look like ants.
14. He can run like a deer.
15. I went to the circus with my sister.
16. For a long time, the sun hid behind a cloud.
17. Whenever we go to the beach, I always put suntan lotion in my suitcase.
18. If you look underneath the bed, you will find clothes that should be put into the laundry.
19. Opposite the garage was a movie house.
20. One of the men was digging a hole in the street.

WORKSHEET 30

INTERVENING PREPOSITIONAL PHRASES

OBJECTIVE: To identify the verb form that agrees with the subject when a prepositional phrase intervenes

RULE: The subject of a sentence is *never* in a prepositional phrase.

EXAMPLES: 1. The performance (S) of the acrobats (prep. phrase) was (V) thrilling.

2. The students (S) from the school (prep. phrase) walk (V) by my house (prep. phrase).

NOTE: Beware of selecting the subject of a sentence from a prepositional phrase that begins with *of*. It is a common error. (See Example 1 above.)

EXERCISE: Underline the prepositional phrases in each sentence. Write an *S* above the subject. Write a *V* above the correct verb in the parentheses. The first sentence has been completed for you.

1. Not one (S) of the members (agrees, (V) agree) with that report.
2. The response of the parents to the request (was, were) laughter.
3. The success of many performers (depends, depend) on their writers.
4. The dents in the car (was, were) made by the parking lot attendant.
5. The old chest of drawers (was, were) covered with dust.
6. Two in that group (belongs, belong) to me.
7. Profits on this item (amounts, amount) to several thousand dollars.
8. One of her favorite projects (is, are) welding.
9. A combination of these flowers (results, result) in this new strain.
10. A picnic on these grounds (is, are) prohibited.
11. By the end of the day, both of the contestants (was, were) exhausted.
12. During the following week, the price of the coats (was, were) raised.
13. One of the dishes (was, were) broken during the move.
14. The monster in Loch Ness (have, has) been sighted by several people.
15. An earthquake in the Pacific states (is, are) not uncommon.

WORKSHEET 31

PRONOUNS IN PREPOSITIONAL PHRASES

OBJECTIVE: To use correct form of the pronoun in prepositional phrases

RULE: When a pronoun follows a preposition, the object form of the pronoun is used: *me, her, him, them, us, whom.*

EXAMPLES: 1. The girl gave the books to Laura and him.

2. Between you and *me*, I would rather be swimming.

3. Water rushed under *us* as we stood on the bridge.

EXCEPTION: We had heard of his coming long before he arrived. (When a pronoun modifies a verbal noun (gerund), the possessive, not the objective, case is used.)

EXERCISE: Underline the correct form of the pronoun in the following sentences.

1. The tennis match was between Pam and (he, him).
2. To (who, whom) will the trophy be given?
3. Mrs. Melon gave extra candy to (Mary and me, Mary and I).
4. The actor went dancing with (we, us), but he went home with (they, them).
5. The baby for (who, whom) the dress was bought was my grandchild.
6. Give the donuts to Sam and (she, her).
7. After (she and I, her and me) went to the service station, we drove our repaired car home.
8. The bet was between (Andy and him, Andy and he).
9. The children danced around (Jenny and I, Jenny and me) in their excitement.
10. He pitched the ball over (us, we) boys.
11. We shared the cost of the beach house with the Wilsons and (they, them).
12. We need to get a place to live for (him and me, he and I).
13. Uncle Joe left a message for my brother and (I, me).
14. This was no surprise to the Bucks or (we, us).

SUBJECT-VERB ASSESSMENT

OBJECTIVE: To demonstrate mastery of subject verb agreement in GED test format

DIRECTIONS: Each of the following sentences has four underlined words. If one of these is an error in subject verb usage, circle it. If there is no error in the sentence, circle #5—"no error."

1. The doctor (1) request (2) that all of his (3) patients drink (4) eight glasses of water each day. no error (5)

2. A peasant skirt (1), along with a pair of boots (2), make (3) your legs look (4) too heavy. no error (5)

3. All (1) the laws which are (2) passed by Congress needs (3) Presidential approval in order to become (4) law. no error (5)

4. Here grows (1) the freshest fruits and vegetables in the city; the soil (2) is (3) rich with nutrients which make (4) this growth possible. no error (5)

5. For the sale, all (1) of the authors (2) will (3) sign their (4) books at different tables. no error (5)

6. On the desk (1) was (2) books (3), pencils, and pens; the tests were (4) missing. no error (5)

7. The toaster or the iron (1) use (2) more than enough electricity to blow a fuse; here (3) is (4) a a flashlight to keep handy. no error (5)

8. Parents and their (1) children are (2) invited to the music festival where not only soda (3), but also ice cream are (4) to be served. no error (5)

9. Each (1) of the weeks (2) in the month gets (3) so busy that we find (4) it difficult to plan ahead. no error (5)

10. Most (1) of the clothing at the garage sale look (2) torn and dirty; neither (3) of us wants (4) to buy imperfect goods. no error (5)

11. Sam, George, and Mel always (1) write (2) news for the local newspapers, but their (3) headlines often leaves (4) out important information. no error (5)

12. By the end of the marathon, both (1) runners was (2) exhausted, but they (3) were (4) unable to sleep. no error (5)

13. The books (1) in the cabinet (2) was (3) covered with dust because the housekeeper was (4) never able to reach the shelves. no error (5)

14. There (1) were (2) mistakes made on the test; some of the words was (3) misspelled while others were (4) smudged. no error (5)

15. While neither (1) a doctor nor a paramedic are (2) licensed to give oxygen, I would feel better if the doctor (3) was (4) to give it to me. no error (5)

16. While ham and (1) eggs are (2) a popular breakfast, the most popular lunch (3) is (4) peanut butter and jelly. no error (5)

17. The table (1) or the chairs are (2) broken because they (3) was (4) left outside too long. no error (5)

18. When one (1) is (2) up in the air, the people (3) down below appears (4) small. no error (5)

19. Students (1) often respects (2) their (3) teacher more if she is (4) strict with them. no error (5)

20. Peanuts is (1) a good nutritional snack (2), because they (3) are (4) high in protein. no error (5)

21. Each (1) member of the team earn (2) a trophy because of his (3) valiant efforts (4) in the final moment of the game. no error (5)

22. Video games (1) and arcade games are (2) popular among youth and adults; they (3) are (4) even popular with senior citizens. no error (5)

23. Peter (1), who is my brother (2), and his fiancee (3), Barbara, makes (4) a fine couple. no error (5)

24. Some (1) of those old tools (2) in the cabinet (3) is (4) in need of a cleaning and oiling. no error (5)

25. Either John (1) or one of the men (2) who takes (3) care of the grounds are (4) in charge of laying the new sod. no error (5)

WORKSHEET 32

ADJECTIVES

OBJECTIVE: To identify adjectives in sentences

Adjectives are words that describe nouns and pronouns. They answer the questions: *what kind*? *which one*? *how many*? *how much*?

What kind	Which one	How many	How much
a *short* story	*these* pickles	*four* days	*some* pain
the *wide* street	*that* doorway	*no* ideas	*little* effort
blue striped dress	the *first* child		*more* trouble

Adjectives usually appear *before* the words they describe.

EXAMPLE: Twelve people sat on the jury.

Adjectives can appear *after* the words that they describe.

EXAMPLE: The butter is rancid.

EXERCISE A: Underline the adjectives in each sentence. There may be more than one adjective in each sentence.

1. The largest boys carried the heaviest packs.
2. The new neighbor borrowed a shovel and kept it for three weeks.
3. The polyester fabrics do not shrink like cotton fabrics.
4. The second attempt was successful.
5. The irate motorist honked the horn in a futile effort to scare the balky cattle.
6. The gleeful children jumped in the tall pile of dried leaves.
7. She seems aloof to many people.
8. Several ancient trees line the curving driveway.
9. Everyone enjoyed the fresh, crisp lettuce.
10. The fragrant scent of white magnolias filled the damp air.
11. Both partners enjoyed the fast game.
12. We found several unusual shells along the sandy shore.
13. The small, green shamrock was a trademark of the club.

14. She was an energetic player.

15. The colorful rainbow arched across the rainy sky.

16. Each year new cars appear on the market.

17. Management promised its employees rapid advancement.

18. Frost damaged many trees.

19. Those books gathered dust on the shelf for a few years.

20. This winter was mild.

EXERCISE B: Write *what kind, which one, how many, how much,* after each sentence to tell what question each underlined adjective answers.

1. Ten feet of snow fell during the storm.

2. The man ran down a huge hill.

3. Helen was larger than Alice as a baby.

4. Did you ever give anyone artificial respiration?

5. Jim is the noisy one in class.

6. Her red, white, and blue dress was very effective.

7. The dog would nap for several hours each afternoon.

8. It was more trouble than is was worth.

WORKSHEET 33

ADVERBS

OBJECTIVE: To identify adverbs in sentences

Adverbs are words that give more information about verbs. Adverbs answer the questions *how, when,* or *where.*

EXAMPLES: 1. How? The horse (s) ran (v) quickly.

2. When? The store (s) opened (v) today.

3. Where? The traffic (s) moved (v) ahead.

HINT: Many adverbs end in *-ly.*

EXERCISE A: Underline the two adverbs in each sentence.

1. He answered quickly and correctly.
2. You can often ride there.
3. Ham always barbecues well.
4. The army never fell back.
5. The politician sometimes paused briefly.
6. Life insurance sells better today.

EXERCISE B: Write *How, When,* or *Where* after each sentence to tell what question each underlined adverb answers.

1. Jim ran the press skillfully.
2. He always sang in the shower.
3. The door is never locked.
4. The Edsel isn't popular now.
5. He threw the ball far.
6. The poison ivy victim scratched furiously.
7. His baby rolled over.
8. The diners ate outside.
9. We often visit the zoo.
10. Next, he turned the key.

WORKSHEET 34

ADJECTIVES OR ADVERBS (*-LY* OR NOT?)

OBJECTIVE: To use adverbs with action verbs and adjectives with linking verbs

Some words act as describers. An example is *beautiful,* as in "the beautiful girl." Most of these describers have a form ending in *-ly,* as in *beautifully.* It is often difficult to decide which form to use.

RULE: Use the *-ly* form of a describer with an action verb. (The *-ly* form tells how the action is performed.)

EXAMPLE: She sings (beautiful, beautifully).

(The verb, *sings,* is an action verb; the correct describer, therefore, is *beautifully.*)

RULE: Use a describer without an *-ly* when the describer comes after a linking verb and describes the subject of the sentence.

EXAMPLE: Her voice sounded (beautiful, beautifully) tonight.

(The describer comes after the linking verb *sounded* and describes *voice,* the subject; the correct describer, therefore, is *beautiful.*)

REMINDER: The linking verbs are the forms of *be (am, is, are, was, were, be, being, been)* and the following verbs when they can be replaced by *was* or *were: seem, feel, become, look, appear, smell, taste, grow, remain,* and *stay.* Also, there may be words between the linking verb and the describer as in "Her voice sounded *very* beautiful tonight."

EXERCISE A: Underline the verb in each sentence and label it *A* for action or *L* for linking. Then underline the correct describer in the parentheses. The first sentence has been completed for you.

1. Everything tastes more (delicious, deliciously) at a restaurant.
2. He answered too (quick, quickly).
3. Sam was feeling (nervous, nervously) about taking the GED Test.
4. This job can be finished (easy, easily).
5. We (sure, surely) hope that you will find your lost dog.
6. Ted looked (anxious, anxiously) toward the open door.
7. Yesterday she sounded the alarm (loud, loudly).
8. Does this milk taste (sour, sourly) to you?
9. Should we feel (sad, sadly) about losing the game?
10. We drove (slow, slowly) around the sharp curve.
11. He always dresses (sloppy, sloppily).

12. Mother's spaghetti and meatballs smelled (delicious, deliciously).

13. Despite her experience, her voice sounds quite (calm, calmly).

14. You must do your homework (separate, separately).

15. Both victims were beaten (bad, badly).

16. This cake tastes (different, differently) from that one.

17. He looked (unhappy, unhappily) toward his mother.

18. This car cannot be fixed (easy, easily).

19. Always drive (careful, carefully) in a storm.

20. You must not take his remarks (serious, seriously).

RULE: Use *well* with an action verb. Use *good* with a linking verb.

EXAMPLES: 1. My job doesn't pay (good, <u>well</u>).

(The verb *pay* is an action verb; therefore, select *well.*)

2. Those new drapes look (<u>good</u>, well) with your carpet.

(The verb *look* is a linking verb; therefore, select *good.*)

EXERCISE B: Underline the correct describer in the parentheses.

1. Sarah and Heather sing (good, well) together.

2. The band played really (good, well).

3. I cannot sew very (good, well).

4. The sick child was not eating (good, well).

5. I cannot swim (good, well) enough to join the team.

6. Grandmother does not see (good, well) lately.

7. The band certainly sounds (good, well) today.

8. Those two students do not work (good, well) together.

9. She certainly cooks (good, well).

10. Hot cereal tastes (good, well) on a cold morning.

EXERCISE C: At the end of each sentence, write *C* if the underlined describer is used correctly. If the describer is incorrect, write the correct word.

1. The children have been behaving very bad.
2. Do not speak so harshly to me.
3. This meat smells bad.
4. We couldn't hear good because of the children's giggles.
5. Our old lawn mower runs fairly good.
6. I always brush my teeth as quickly as possible.
7. You must eat slow or you will get indigestion.
8. I can finish this homework easy.
9. His old boots do not fit him good.
10. You must look careful when you cross the street.
11. No one was hurt bad in the explosion.
12. These two flavors blend beautifully with one another.
13. Mother always asks Dad to drive more slowly.
14. After the award ceremony, he looked happy.
15. The prisoners claimed that they had not been treated good.
16. He spoke too quietly for me to hear.
17. He feels bad about losing the money.
18. John appeared sudden in the doorway.
19. Clara cannot type rapidly enough to pass the exam.
20. Sam felt badly about forgetting the date.

WORKSHEET 35

COMPARISONS

OBJECTIVE: To use the comparative and superlative forms of adjectives and adverbs

RULE 1: Use either *-er* or *more* to compare two things. (*-er* is attached to the end of a short word; *more* is used before a long word.)

EXAMPLES: 1. She is taller than Jane is.
(*-er* is added to *tall*)

2. She is more beautiful than Jane is.
(*more* before *beautiful*)

Do *not* use both *-er* and *more* to compare two things.

Incorrect: She is more taller than Jane is.

RULE 2: Use either *-est* or *most* to compare three or more. (*-est* is attached to the end of a short word; *most* is used before a long word.)

EXAMPLES: 1. Kathy is the oldest of three sisters.
(*-est* is added to *old*)

2. Kathy is the most industrious in the group.
(*most* used before *industrious*)

Do not use both *-est* and *most* to compare three or more things.

Incorrect: Kathy is the most oldest of the three sisters.

EXERCISE A: Underline the correct describer in the parentheses. Be sure to use *-er* and *more* to compare two things and *-est* and *most* to compare three or more things.

1. Beth is (happier, more happier) than her sister.
2. Who is the (taller, tallest)—Peter, Sam, or George?
3. Do you think typing or shorthand is (harder, hardest)?
4. Food here is (cheaper, more cheaper) than it is in New York.
5. All the suggestions are good, but his is the (better, best).
6. Can you tell which is the (older, oldest) of the two brothers?
7. A child will always choose the (larger, largest) of two pieces of cake.
8. Which is the (better, best) state in which to travel—California, Utah, or Wyoming?

9. Joe is the (friendlier, friendliest) of the twins.

10. When my brother and I last measured, he was (shorter, shortest).

11. Which is (more, most) difficult to grow—asparagus or peas?

12. The first of the two entries was (longer, longest) by far.

13. That was the (saddest, most saddest) picture I had ever seen.

14. Jan can run (faster, more faster) than Betty.

15. It was the (deliciousest, most delicious) meal I had ever eaten.

Unusual Comparison Forms

1. The comparison forms of *good* and *well* are

   a) *better*—use with two
   He likes chocolate *better* than vanilla

   b) *best*—use with three or more
   She is the *best* player in the entire league.

2. The comparison forms of *bad* are

   a) *worse*—use with two
   His cold was *worse* today than it was yesterday.

   b) *worst*—use with three or more
   That was the *worst* meal I have ever eaten.

3. The comparison forms of *little* are

   a) *less*—use with two
   They use *less* water than their neighbor does.

   b) *least*—use with three or more
   His work showed the *least* imagination of all.

EXERCISE B: Underline the correct describer in the parentheses.

1. That dish was the (better, best) on the menu.

2. He was (less, least) scared than his brother.

3. Of the two scores that one was (worse, worst).

4. She was definitely the (better, best) worker on the assembly line.

5. His store was the (less, least) successful on the street.

6. That's the (worse, worst) solution to the problem.

7. He was the (better, best) runner of the pair.

EXERCISE C: If the sentence is correct, place a "C" in front of the number. If the underlined form is incorrect, write the correct form.

_____ 1. Tom has the best score of the two boys.

_____ 2. Our town has the most purest air in the county.

_____ 3. Since there are two people applying for the job, we must decide which one would be best.

_____ 4. I have tried both Swiss and cheddar cheese, and cheddar is the most delicious.

_____ 5. I chose this picture because it was the prettiest of the three.

_____ 6. His voice is more stronger than yours.

_____ 7. Pam is the most reliable woman I know.

_____ 8. Your lawn is the best of the two.

_____ 9. At what time do the birds sing louder—6 a.m. or 7 a.m.?

_____ 10. Mr. Johnson's cold was worst than Millie's.

WORKSHEET 36

DOUBLE NEGATIVE

OBJECTIVE: To avoid use of double negative (adverbs) in a sentence

RULE: It is incorrect to use two negative words in a sentence.

NOTE: The following words (adverbs) are negative: *not, no, hardly, scarcely, but, none,* and *never.*

EXERCISE: If the sentence is correct, place a "C" before it. If there is a mistake in a sentence, correct it.

_____ 1. I can't hardly hear the bell when it rings.

_____ 2. There isn't no kind of candy that I don't like.

_____ 3. There was no one to teach the class tonight.

_____ 4. Bonnie has never played "Trivial Pursuit" before.

_____ 5. Isn't there nothing in the refrigerator to eat?

_____ 6. There was scarcely anybody in the theater.

_____ 7. Jimmy won't go nowhere without me.

_____ 8. I don't doubt but what he will win the game.

_____ 9. There is not hardly time to go to the movie.

_____ 10. I can't do none of the math.

_____ 11. When the weather is hot, I can hardly do my work.

_____ 12. He said, "There isn't no time left."

_____ 13. He doesn't smile at nobody in the morning.

_____ 14. My car keys are not nowhere to be found.

_____ 15. Mr. Kennedy doesn'thave any children.

MODIFIER ASSESSMENT

OBJECTIVE: To demonstrate mastery of modifier usage in GED test format

DIRECTIONS: Each of the following sentences has four underlined words. If one of these is an error in modifier usage, circle it. If there is no error in the sentence, circle #5,—"no error."

1. If he had been considerater, I would have been more inclined to volunteer my services. no error
   (1) (2) (3) (4) (5)
2. Viola and she are both good cooks; it will be hard to determine the best. no error
   (1) (2) (3) (4) (5)
3. He gave a real fine speech; it was the best of all those given. no error
   (1) (2) (3) (4) (5)
4. Of the three attractive girls in the class, Delia is the more attractive; she is definitely more attractive than Alissa. no error
   (1) (2) (3) (4) (5)
5. I don't think there is much difference in size between you and her; however, she is a bit taller. no error
   (1) (2) (3) (4) (5)
6. Of the two, he is the most gifted pianist; he can interpret music better. no error
   (1) (2) (3) (4) (5)
7. When she saw that they had responded to her appeal so negative, she felt very bad. no error
   (1) (2) (3) (4) (5)
8. When he realized that we hadn't done anything while he was away, he felt very badly. no error
   (1) (2) (3) (4) (5)
9. His condition is now really worser than it was two days ago; in fact, it is the worst of his entire illness. no error
   (1) (2) (3) (4) (5)
10. This way of fixing one's carburetor is more better than that complicated rule you gave us to follow. no error
    (1) (2) (3) (4) (5)
11. Ali is the hardest on shoes; she has worn out the most pairs in the family. no error
    (1) (2) (3) (4) (5)
12. While New York is more close to Philadelphia than Washington, D.C., I'd rather drive farther in order to visit my closest friends. no error
    (1) (2) (3) (4) (5)
13. Margaret plays the clarinet good; Andy plays even better, but Chris plays the best. no error
    (1) (2) (3) (4) (5)
14. This toy is truly a good deal. It hardly costs no money. no error
    (1) (2) (3) (4) (5)
15. During the televised election debates, Ronald Reagan looked good; on the other hand, Walter Mondale looked sickly. no error
    (1) (2) (3) (4) (5)

SPELLING SKILLS

WORKSHEET 37

I BEFORE *E* RULE

OBJECTIVE: To spell words that use *ie* and *ei* combinations

RULE: Write *i* before *e*, except after *c* or when sounded like/ā/as in *neighbor* and *weigh*.

Study the following words:

IE WORDS: belief, field, piece, priest, relieve, grief, handkerchief, interview, chief, brief, thief, siege

EI WORDS: 1. After *c* — receive, ceiling, conceive, receipt,

2. *ei* sounds like/ā/— rein, vein, weigh, neighbor, veil

EXCEPTIONS: seize, leisure, height, either, neither, forfeit, ancient, conscience, foreign

EXERCISE: Fill in the missing letters in the following:

1. anc _ _ nt
2. br _ _ f
3. fr _ _ nd
4. gr _ _ ve
5. v _ _ l
6. consc _ _ nce
7. front _ _ r
8. conc _ _ ve
9. rec _ _ pt
10. ach _ _ ve
11. th _ _ r
12. for _ _ gn
13. n _ _ ce
14. v _ _ n
15. _ _ght
16. w _ _ ght
17. s _ _ ze
18. rel _ _ ve
19. handkerch _ _ f
20. y _ _ ld

WORKSHEET 38

DOUBLING FINAL CONSONANT RULE

OBJECTIVE: To add suffixes that begin with vowels to words that end in consonants

RULE: Before adding a suffix that begins with a vowel, double the final consonant of those words that

1. end in a single vowel followed by a single consonant (v-c)
2. have the accent on the final syllable

EXAMPLES: 1. begin' + ing = beginning
(ends in v-c, final accent)

2. drop' + ed = dropped
(ends in v-c, final accent)

If a word does not meet both conditions of the rule, simply add the ending to the word.

EXAMPLES: 1. walk' + ing = walking
(final accent, but ends in v-c-c)

2. train' + ing = training
(final accent, but ends in v-v-c)

3. prof'it + ed = profited
(ends in v-c, but no final accent)

EXERCISE: Add the indicated ending, spelling the word correctly.

Word + er		Word + ing		Word + ed	
1. trim	_____	9. confirm	_____	18. hop	_____
2. spin	_____	10. compel	_____	19. stop	_____
3. wrap	_____	11. confer	_____	20. wag	_____
4. hit	_____	12. commit	_____	21. benefit	_____
5. learn	_____	13. equip	_____	Word + ance	
Word + ence		14. omit	_____	22. perform	_____
6. excel	_____	15. appear	_____	23. attend	_____
7. occur	_____	16. defeat	_____	24. admit	_____
8. differ	_____	17. offer	_____		

WORKSHEET 39

FINAL *E* RULE

OBJECTIVE: To add suffixes to words that end in a silent *e*

RULE: If a word ends in a silent *e*, drop the *e* before adding a suffix that begins with a vowel.

EXAMPLES: come + ing = coming

love + ing = loving

EXCEPTIONS: notice—noticeable, mile—mileage, change—changeable, advantage—advantageous

RULE: Retain the silent *e* if the suffix begins with a consonant.

EXAMPLES: care + less = careless

advertise + ment = advertisement

EXCEPTIONS: nine—ninth, true—truly, argue—argument, judge—judgment

EXERCISE: Spell these words by adding the endings indicated.

1. manage + ing = _____
2. improve + ing = _____
3. white + ness = _____
4. rude + ness = _____
5. care + ful = _____
6. grace + ful = _____
7. agree + able = _____
8. manage + ment = _____
9. improve + ment = _____
10. arrange + ment = _____
11. dine + ing = _____
12. hope + ing = _____
13. use + ing = _____
14. separate + ing = _____
15. advise + ing = _____
16. lose + ing = _____
17. purchase + ing = _____
18. owe + ing = _____
19. love + ing = _____
20. judge + ed = _____
21. large + er = _____
22. receive + ing = _____
23. sincere + ly = _____
24. refine + ed = _____

WORKSHEET 40

Y TO *I* RULE

OBJECTIVE: To add suffixes to words that end in *y*

RULE: If the *y* at the end of a word follows a consonant, change *y* to *i* before adding a suffix.

EXAMPLES: satisfy + ed = satisfied

supply + ed = supplied

EXCEPTION: Do not change *y* to *i* if the ending you add is *-ing*, as in:

cry + ing = crying

carry + ing = carrying

RULE: If the *y* at the end of a word follows a vowel, retain the *y* when adding a suffix.

EXAMPLES: obey + ed = obeyed

annoy + ance = annoyance

EXCEPTIONS: say—said, lay—laid, day—daily, pay—paid

EXERCISE: Add the indicated endings and spell the word correctly.

1. buy + er = _____
2. employ + er = _____
3. enjoy + ing = _____
4. beauty + ful = _____
5. busy + ness = _____
6. icy + ness = _____
7. carry + ing = _____
8. angry + ly = _____
9. copy + ing = _____
10. hurry + ing = _____
11. heavy + est = _____
12. delay + ed = _____
13. pay + ed = _____
14. voluntary + ly = _____
15. accompany + ment = _____
16. modify + es = _____
17. ordinary + ly = _____
18. study + ing = _____

WORKSHEET 41

GROUPING BY COMMON SUFFIXES

OBJECTIVE: To spell words that have suffixes in common

Words can be grouped into spelling categories according to their common suffixes. Study the following words and complete the exercises. Use your dictionary to find the meanings if necessary.

-cian	-cion	-sion		-tion	
magician	suspicion	admission	impression	admiration	decoration
musician		conclusion	permission	ammunition	fiction
physician		confusion	persuasion	collection	occupation
politician		division	procession	construction	retention
		expression			

EXERCISE A: Fill in the blanks from the words above.

1. Great _____ followed the wreck.
2. _____ of the building stopped.
3. A story that is not true is _____.
4. The sick man needed a _____.
5. The soldiers used much _____.
6. If I have a good memory, I have good powers of _____.

-ary	-ery	-ory
boundary	artillery	accessory
contrary	celery	depository
customary	discovery	directory
elementary	recovery	history
literary	millinery	introductory
ordinary	misery	memory
summary	mystery	preparatory
voluntary		territory

EXERCISE B: Underline the misspelled word in each sentence.

1. In his introductary remarks, the author asked us to commit a quotation to memory.
2. At every meeting of the literery society, Mrs. Clever presents a summary of a new book.
3. John's actions in helping with the recovery of the missing property were completely voluntery.
4. It is customery for the volunteers to lead the artillery.

-ise	-ize		-yze
despise	antagonize	equalize	analyze
comprise	apologize	organize	paralyze
devise	authorize	standardize	
disguise	baptize	summarize	
enterprise	economize	sympathize	
franchise	emphasize		
revise			
supervise			

EXERCISE C: Fill in the blanks from the words above.

1. You can _____ by buying items that have been sale priced.
2. Polio may _____ a person.
3. The scientists tried to _____ the problem.
4. He was so mean that I learned to _____ him.

-ance		-ence	
abundance	ignorance	audience	negligence
admittance	resemblance	competence	inference
annoyance	resistance	excellence	obedience
attendance	temperance	innocence	reverence
nuisance	perseverance	intelligence	violence
insurance	assistance	interference	residence
accordance	acceptance	occurrence	influence

EXERCISE D: Underline the misspelled word in each line.

1. perseverance	annoyance	intelligence	assistance	residance
2. assurance	resemblance	reverance	resistance	audience
3. abundance	admittance	obedience	occurance	influence
4. ignorance	insurance	acceptance	accordence	attendance

-ant		-ent	
abundant	immigrant	current	opponent
applicant	important	deficient	resplendent
defendant	predominant	dependent	prevalent
descendant	restaurant	efficient	resident
emigrant	significant	obedient	violent
exorbitant	tyrant		

EXERCISE E: What word above fits the definition?

1. one having total power who rules harshly _____
2. one who enters a country _____
3. one who leaves a country _____
4. important _____
5. lacking _____
6. more than enough _____
7. enemy _____
8. modern _____

-ar	-er	-or	
beggar	carrier	ambassador	investor
cedar	consumer	author	rumor
collar	employer	aviator	senator
polar	jeweler	conductor	traitor
vinegar	laborer	editor	visitor
calendar	shoulder	inventor	transistor
grammar	voucher		

EXERCISE F: What word above fits the definition?

1. one who comes to see a person _____
2. one who hires the services of others _____
3. a member of the upper house of a legislative body _____
4. one who leads an orchestra _____
5. one who experiments _____

Note the *-cede, -sede, -ceed* rule.

1. Only one word in the English language ends in *-sede: supersede.*
2. Only three words end in *-ceed: succeed, exceed, and proceed.*

(If you want to succeed in driving, don't exceed the speed limit and do proceed with caution.)

3. All other words end in *-cede.*

-sede	-ceed	-cede
supersede	succeed	concede
	exceed	precede
	proceed	secede
		recede
		intercede

EXERCISE G: Fill in the blanks from the words above.

1. When he saw the voting results, he knew it was time to _____ the race.
2. The radar trap discouraged those who normally _____ the speed limit.
3. The new law would _____ the old law.
4. Through the years, he watched his hair _____ from his forehead.
5. _____ with caution through the cave.
6. In a parade the flag-bearers _____ the band.

WORKSHEET 42

SPELLING DEMONS

OBJECTIVE: To recognize misspellings of common spelling demons

There are some difficult words in English that don't follow rules. These words are considered spelling demons because either they are not pronounced the way they are spelled or they contain double letters. To learn how to spell these demons, separate each word into syllables and notice the letters that cause the most difficulty. Then pronounce the word, write it, and use it in a sentence.

length	The *-gth* is the difficult part.
all right	*All right* is two words and is used like *all wrong*. (*Alright* is not considered acceptable.)
similar	Watch *lar* in *sim-i-lar*.
privilege	Two *i*'s in *privi;* two *e*'s in *lege*. Break it into syllables: *priv-i-lege*
separate	Notice the two *a*'s. There's *a rat* in sep*arat*e.
knowledge	*Know* and *ledge* combine to make *knowledge*.
chocolate	The middle *o* must be pronounced in *choc-o-late*.
discipline	Watch the *sc*. Remember that *discipline* keeps one in *line*.
fascinating	Again watch the *sc: fas-ci-nat-ing*
adequate	The *qua* is the difficult part in *ad-e-quate*.
sincerely	Note the *e* before the *-ly*.
February	Pronounce the *bru* in *February* to avoid misspelling.
ninety	This word keeps the *e* when it is changed from *nine* to *ninety*.
maintenance	The difficult part in *maintenance* is the *en*.
restaurant	Watch the *aur* in this French word.
forty	This word is the combination of *four* and *-ty*. Notice that the *u* was dropped.
library	Note the *br* in li*br*ary.

Double Demons

The trouble spots in these words are caused by doubled letters.

village	Double *l* in vi*ll*age
community	Double *m* in co*mm*unity
excellent	Double *l* in exce*ll*ent
interrupt	Double *r* in inte*rr*upt
necessary	Double *s* in nece*ss*ary. Also the *c* has an *s*'sound.
immediately	Double *m* in i*mm*ediately
parallel	Double *l* or parallel *l*'s in para*ll*el—a very tricky word

Double-Double-Demons

These words have at least two pairs of doubles.

address	Double *d* and double *s* in a*dd*re*ss*. Also the words *ad* and *dress* are found in this word.
occurred	Double *c* and double *r* in o*cc*u*rr*ed
accommodate	Double *c* and double *m* in a*cc*o*mm*odate
embarrassed	Double *r* and double *s* in emba*rr*a*ss*ed
committee	Three doubles—double *m*, double *t*, and double *e* in co*mm*i*tt*e*e*

The Vill*ains*

These demons have one thing in common—they each end in *-ain*.

ag*ain* cert*ain* capt*ain* Brit*ain* vill*ain*

Use this sentence to help you remember the above words:

A cert*ain* capt*ain* from Brit*ain* captured a vill*ain*.

Words From Other Words

business	A combination of *busy* and *ness*. Just change the *y* to *i* before combining.
familiar	Comes from the same root as *family*. Again the *i* substitutes for the *y* when *ar* is added.
marriage	A combination of *marry* and *age* with the *y* changed to an *i*
ridiculous	Comes from *ridicule*. The difficult part, the *cul*, is pronounced the same in both words.

EXERCISE: In each line underline the misspelled word.

1. February	business	accomodate	again
2. community	excelent	immediately	committee
3. parallel	knowledge	embarassed	certain
4. seperate	village	captain	length
5. fascinating	marriage	ridiculous	choclate
6. alright	interrupt	address	familiar
7. privilege	villian	ninety	Britain

WORKSHEET 43

SPELLING TEST PRACTICE

OBJECTIVE: To take spelling tests in the GED Test format

Test A

Directions: Each of the following groups of words contains one misspelled word. Blacken the number next to your answer.

1. (1) resplendant
   (2) colonnade
   (3) harass
   (4) mimicking

2. (1) politician
   (2) eliminate
   (3) consequence
   (4) transister

3. (1) supercede
   (2) canoeing
   (3) exorbitant
   (4) vigilance

4. (1) adequite
   (2) dormitory
   (3) initiation
   (4) definitely

5. (1) seize
   (2) seige
   (3) belief
   (4) grieve

6. (1) technical
   (2) memorandum
   (3) separately
   (4) eligable

7. (1) inconvenience
   (2) rememberance
   (3) patience
   (4) resistance

8. (1) ocurrence
   (2) nonsense
   (3) nuisance
   (4) experience

9. (1) register
   (2) neglect
   (3) bruise
   (4) comerce

10. (1) occupent
    (2) favorable
    (3) sincerely
    (4) recess

11. (1) considerable
    (2) enrolled
    (3) charactre
    (4) church

12. (1) encourage
    (2) insect
    (3) shadow
    (4) liesure

13. (1) friendship
    (2) begining
    (3) touch
    (4) decision

14. (1) moisture
    (2) announce
    (3) furniture
    (4) secratary

15. (1) seperate
    (2) interrupt
    (3) emergency
    (4) mechanical

16. (1) traveling
    (2) knifes
    (3) furnish
    (4) chalk

Test B

Directions: Each set of words may contain one misspelled word. Blacken the number next to the misspelled word in each set. If the set does not contain a misspelled word, blacken answer 5.

1. (1) payed
   (2) ancient
   (3) profited
   (4) argument
   (5) no error

2. (1) discover
   (2) reciept
   (3) yesterday
   (4) machine
   (5) no error

3. (1) attendence
   (2) annually
   (3) durable
   (4) gymnasium
   (5) no error

4. (1) chosen
   (2) volunteer
   (3) knowledge
   (4) imediately
   (5) no error

5. (1) imagine
   (2) agreement
   (3) fender
   (4) talent
   (5) no error

6. (1) foriegn
   (2) potatoes
   (3) cupfuls
   (4) mathematics
   (5) no error

7. (1) encourage
   (2) acident
   (3) insect
   (4) shadow
   (5) no error

8. (1) signature
   (2) prompt
   (3) pleasure
   (4) graduate
   (5) no error

9. (1) friends
   (2) junior
   (3) library
   (4) ninety
   (5) no error

10. (1) sincirely
    (2) occupant
    (3) recess
    (4) favorable
    (5) no error

ADVANCED WRITING SKILLS

WORKSHEET 44

PARALLEL CONSTRUCTION

OBJECTIVE: To express coordinate ideas in grammatically parallel form

When ideas of equal importance are joined, compared, or contrasted to one another, they must be written in the same grammatical form: a noun must be paired with a noun; a phrase must be paired with a phrase.

This parallel construction of ideas results in a sentence that reads smoothly and avoids confusion.

EXAMPLES:

Awkward: This summer I practiced swimming and how to dive.

Parallel: This summer I practiced swimming and diving.

Awkward: The doctor told him to exercise and try to lose some weight.

Parallel: The doctor told him to exercise and to lose weight.

Certain pairs of conjunctions signal the need for parallel construction:

not only ..... but (also)	neither ..... nor
either ..... or	both ..... and

These conjunctions must be placed immediately before the ideas that are being expressed in parallel form.

EXAMPLE:

Awkward: The guests ruined not only the carpet, but also they broke the furniture.

Parallel: The guests ruined not only the carpet but also the furniture.

EXERCISE A: In the blank to the right of each sentence, write a *C* if the sentence is written correctly. Write an *X* if the sentence needs parallel construction.

1. a) Cleaning house is a boring job but which is necessary. ____

   b) Cleaning house is a boring but necessary job. ____

2. a) In the trunk he found some pictures, some newspaper clippings, and there was a Civil War uniform. ____

   b) In the trunk he found some pictures, some newspaper clippings, and a Civil War uniform. ____

3. a) The group enjoyed both the scenery and the climate of Arizona. ____

   b) The group both enjoyed the scenery and the climate of Arizona. ____

4. a) The hornets not only nested under the porch but also the awnings. ____

   b) The hornets nested not only under the porch but also under the awnings. ____

5. a) Houses on the east side of town are more elegant than the west side. ____

   b) Houses on the east side of town are more elegant than those on the west side. ____

6. a) The elephants frightened, amused, and they also fascinated the children. ____

   b) The elephants frightened, amused, and fascinated the children. ____

7. a) The island houses were battered not only by waves but also by strong winds. ____

   b) The island houses were battered not only by waves but the strong winds also. ____

8. a) When tourists visit Washington, D.C., they usually see the Capitol, the White House, and they tour the Smithsonian. ____

   b) When tourists visit Washington, D.C., they usually see the Capitol, the White House, and the Smithsonian. ____

EXERCISE B: Each sentence contains an underlined part that may need better parallel construction. Beneath each sentence are four ways to rewrite the underlined part. Blacken the number next to the sentence part that shows the best parallel construction. Choice 1 is always the same as the underlined part and is sometimes the correct answer.

1. His clothes are tattered, faded, and they don't fit.

   (1) tattered, faded, and they don't fit

   (2) tattered, faded, and ill-fitting

   (3) tattered, faded, and they don't fit well

   (4) tattered, faded, and don't fit

2. From their seats in the balcony, they could neither see the dancing nor could they hear the singing.

   (1) neither see the dancing nor could they hear the singing

   (2) neither see the dancing nor singing

   (3) neither see the dancing nor hear the singing

   (4) see neither the dancing nor the singing

3. Neither pork nor eating beef was allowed on the diet.

   (1) Neither pork nor eating beef

   (2) Neither eating pork nor beef eating

   (3) Neither pork nor beef

   (4) Neither eating pork nor beef

4. He found snow skiing more difficult than water skiing.

   (1) snow skiing more difficult than water skiing

   (2) snow skiing more difficult than to ski in water

   (3) skiing in snow more difficult than to water ski

   (4) neither snow skiing more difficult than water skiing

5. The union recommended shorter working days and that shift hours be lengthened.

   (1) shorter working days and that shift hours be lengthened

   (2) that working days be shortened and shift hours lengthened

   (3) shorter working days and longer shift hours

   (4) shortening the working days and making shifts longer

6. The new employee was not only efficient but also she was punctual.

   (1) was not only efficient but also she was punctual

   (2) was not only efficient but punctual also

   (3) not only was efficient but also punctual

   (4) was not only efficient but also punctual

7. We enjoyed reading the book more than the movie.

   (1) reading the book more than the movie

   (2) reading the book more than seeing the movie

   (3) the book more than seeing the movie

   (4) the book more than the movie version

8. His trembling suggested that either he was scared or sick.

   (1) that either he was scared or sick

   (2) that he was either scared or he was sick

   (3) either that he was scared or sick

   (4) that he was either scared or sick

WORKSHEET 45

CONFUSING MODIFICATION

OBJECTIVE: To define clearly the relationship between a modifier and the word it modifies

A modifier is a word or group of words that describes another word in a sentence.

EXAMPLES: 1. To learn to ski well, you must practice often.

Modifier: *To learn to ski well*
Word modified: *you*

2. We picked only the ripest peaches.

Modifier: *only*
Word modified: *ripest*

A modifier must be placed as close to the word it modifies as possible so that the meaning of the sentence is clear. Note the improvement in sentence clarity when the following modifier problems are corrected.

1. Problem: The modifier is placed in the wrong position in the sentence.

   Confusing: Purring contentedly, he stroked the cat. (Does *purring* describe *he* or *cat?*)

   Confusing: He was more successful even this year. (Does *even* describe *successful* or *year?*)

   Correction: Move the modifier closer to the word it modifies, rewording the sentence if necessary.

   Clear: As he stroked the cat, it purred contentedly.

   Clear: He was even more successful this year.

2. Problem: The word that should be modified is not present in the sentence.

   Confusing: Rowing downstream, the return trip took less time. (Did the *trip* do the *rowing*?)

   Correction: Insert the word that should be modified and reword the sentence, if necessary, so that it makes sense.

   Clear: Rowing downstream, we made the return trip in less time.

EXERCISE: Each sentence sample is followed by four ways to rewrite the sample to correct possible confusing modification. Blacken the number next to the sentence choice that is the most logically written. Choice 1 is the same as the sample sentence and is sometimes the right answer.

1. **Camping in the mountains, heavy snow fell.**

   (1) Camping in the mountains, heavy snow fell.

   (2) Heavy snow fell while camping in the mountains.

   (3) Heavy snow fell while we camped in the mountains.

   (4) Camping in the mountains, heavy snow fell on us.

2. **Unsure of the rapids, the canoes were paddled cautiously.**

   (1) Unsure of the rapids, the canoes were paddled cautiously.

   (2) Unsure of the rapids, we paddled the canoes cautiously.

   (3) Unsure of the rapids, cautiously the canoes were paddled.

   (4) The canoes were paddled cautiously, unsure of the rapids.

3. Sensing an earthquake, the horses neighed.

   (1) Sensing an earthquake, the horses neighed.

   (2) Sensing an earthquake, we heard the horses neigh.

   (3) We heard the horses neigh, sensing an earthquake.

   (4) Sensing an earthquake while the horses neighed.

4. Ron took me to the play wearing a red dress.

   (1) Ron took me to the play wearing a red dress.

   (2) Wearing a red dress, Ron took me to the play.

   (3) Wearing a red dress, I went to the play with Ron.

   (4) Wearing a red dress, Ron and I went to the play.

5. My parents brought me to America when only four years old.

   (1) My parents brought me to America when only four years old.

   (2) When only four years old, my parents brought me to America.

   (3) My parents, when only fours years old, brought me to America.

   (4) My parents brought me to America when I was only four years old.

6. **Landing the plane, the crowds cheered Lindbergh.**

   (1) **Landing the plane, the crowds cheered Lindbergh.**

   (2) **After landing the plane, the crowds cheered Lindbergh.**

   (3) **The crowds cheered Lindbergh, while landing the plane.**

   (4) **The crowds cheered Lindbergh as he landed the plane.**

7. **After watching the eggs for several days, the first chicken hatched.**

   (1) **After watching the eggs for several days, the first chicken hatched.**

   (2) **After several days of watching, the first chicken hatched.**

   (3) **After watching the eggs for several days, we saw the first chicken hatch.**

   (4) **The first chicken hatched after watching the eggs for several days.**

8. While he was fishing in Lake George, his boat capsized.

   (1) While he was fishing in Lake George, his boat capsized.

   (2) While fishing in Lake George, his boat capsized.

   (3) His boat capsized, while fishing in Lake George.

   (4) His boat, while fishing in Lake George, capsized.

9. Because deer move quickly, we got only good pictures of three deer.

   (1) Because deer move quickly, we got only good pictures of three deer.

   (2) Because deer move quickly, we only got good pictures of three deer.

   (3) Because deer move quickly, only we got good pictures of three deer.

   (4) Because deer move quickly, we got good pictures of only three deer.

10. When well-brushed, you will find that your dog gets fewer fleas.

    (1) When well-brushed, you will find that your dog gets fewer fleas.

    (2) You will find that your dog, when well-brushed, gets fewer fleas.

    (3) You will find, when well-brushed, that your dog gets fewer fleas.

    (4) You will, when well-brushed, find that your dog gets fewer fleas.

WORKSHEET 46

WORDINESS

OBJECTIVE: To express ideas concisely

Good writing is generally concise. To avoid wordiness

1. Reduce clauses to phrases

   Wordy: We decided that we would go by train.

   Concise: We decided to go by train.

   Wordy: Before the sun rises, the birds begin their chatter.

   Concise: Before sunrise, the birds begin their chatter.

2. Reduce clauses to appositives

   Wordy: Mr. Cornelius, who is a gifted artist, will speak to the group.

   Concise: Mr. Cornelius, a gifted artist, will speak to the group.

3. Reduce clauses and phrases to words

   Wordy: They spent many nights not sleeping.

   Concise: They spend many sleepless nights.

4. Eliminate unnecessary words and repetitive ideas

   Wordy: We watched the silver plane disappear into the horizon until we could no longer see it.

   Concise: We watched the silver plane disappear into the horizon.

   Wordy: Small round dots of paint covered the window.

   Concise: Small dots of paint covered the window.

   Wordy: We called and called and called, but no one answered.

   Concise: We called frequently, but no one answered.

CAUTION: Do not eliminate words that would significantly change the meaning of the sentence.

EXERCISE: Each sentence contains an underlined part that may be too wordy. Beneath each sentence are four possible ways to rewrite the underlined part. Blacken the number next to the answer that you select. Choice 1 is always the same as the underlined part in the sample sentence and may be the correct answer.

1. They turned the television down so low that it was barely audible to the ear.

   (1) barely audible to the ear

   (2) barely audible

   (3) audible barely to the ear

   (4) audible

2. Many years ago in the past, ice cream was made at home in a hand-cranked mixer.

   (1) Many years ago in the past

   (2) In many past years

   (3) Many past years ago

   (4) Years ago

3. He was very hot, so he stood under the hose so he could cool off.

   (1) so he could cool off

   (2) for coolness

   (3) to cool off

   (4) in order to cool off

4. They lost their hotel keys while touring a Greek island.

   (1) while touring a Greek island

   (2) touring a Greek island

   (3) while they were touring a Greek island

   (4) touring an island in Greece

5. On Halloween the house that was deserted on the hill became the center of activity.

   (1) the house that was deserted on the hill

   (2) the deserted house on the hill

   (3) the house deserted on the hill

   (4) the house, deserted on the hill,

6. The people who live upstairs from me play their stereo too loudly.

   (1) The people who live upstairs from me

   (2) The people upstairs from me

   (3) The people upstairs

   (4) The people living upstairs

7. Benjamin Franklin became famous because he was an inventor as well as a statesman and a writer and a publisher.

   (1) because he was an inventor as well as a statesman and a writer and a publisher

   (2) because of his abilities as inventor, statesman, writer, and publisher

   (3) as an inventor, statesman, writer, and publisher

   (4) for he was an inventor, statesman, writer, and publisher

8. Because we were driving in the fast lane of the highway, we avoided the accident.

   (1) Because we were driving in the fast lane of the highway

   (2) Because of driving in the fast lane of the highway

   (3) By fast driving on the highway

   (4) In the fast lane while driving on the highway

9. The furnace was turned off through the morning and the afternoon while the sun warmed the house.

   (1) through the morning and the afternoon

   (2) during the day

   (3) through the day hours

   (4) by morning and afternoon

10. We don't know the reason why that orchard of peach trees yielded no fruit.

    (1) the reason why that orchard of peach trees

    (2) why that peach orchard

    (3) the reason that the peach orchard

    (4) why that orchard

11. The letters were sent to call his attention to the fact that his payments were overdue.

    (1) to call his attention to the fact

    (2) calling to his attention

    (3) in an effort to remind him that

    (4) to remind him that

12. In order to make the cake, you must first combine the butter and the sugar.

    (1) first combine the butter and the sugar

    (2) first combine together the butter and sugar

    (3) at first combine the butter and the sugar

    (4) first combine butter and sugar together

13. With her homemade telescope she discovered a new comet never seen before.

    (1) a new comet never seen before

    (2) a new undiscovered comet

    (3) an unusual comet

    (4) a new comet

14. Because his memory is poor, they constantly have to repeat directions again and again.

    (1) constantly have to repeat directions again and again

    (2) have to repeat directions again

    (3) constantly have to repeat directions

    (4) constantly have to repeat again the directions

WORKSHEET 47

SHIFTS IN SUBJECT AND VERB TENSE

OBJECTIVE: To express ideas in consistent person and tense

A sentence can become awkward or confusing when the writer shifts subjects or verb tenses.

1. **Shift in Subject**

   Confusing: An investor should balance his check book periodically, or you will be sorry later.

   (Subject shifts from *investor* to *you*)

   Clear: An investor should balance his checkbook periodically, or he will be sorry later.

   (*He* refers to *investor*—no shift)

2. **Shift in Verb Tense**

   Confusing: She worked in the store for many years because she likes selling merchandise.

   (Shift from past tense to present tense)

   Clear: She worked in the store for many years because she liked selling merchandise.

   (Both verbs reflect past tense)

EXERCISE: Each sentence contains an underlined part that may include a shift in subject or verb tense. Beneath each sentence are four possible ways to rewrite the underlined part. Blacken the number next to the answer that you select. Choice 1 is always the same as the underlined part and may be the correct answer.

1. Before I started sawing the wood, measurements were carefully taken.

   (1) measurements were carefully taken.

   (2) the taking of measurements occurred.

   (3) I carefully took measurements.

   (4) measurements were carefully taken by me.

2. I walked around for a while after jogging because you need some time to unwind.

   (1) because you need some time to unwind.

   (2) because time is needed to unwind.

   (3) because I will need some time to unwind.

   (4) because I needed some time to unwind.

3. Those tourists are not aware that you can't park on the street during rush hour.

(1) that you can't park on the street during rush hour.

(2) that there is no parking on the street during rush hour.

(3) that during rush hour you can't park on the street.

(4) whether you can park on the street during rush hour.

4. We wondered about the size of the crowd and would there be enough seats.

(1) would there be enough seats.

(2) the availability of enough seats.

(3) the seats available for everyone.

(4) were enough seats available for everyone.

5. When campers store food in locked boxes, you avoid being harassed by bears.

(1) you avoid being harassed by bears.

(2) one avoids being harassed by bears.

(3) bears won't harass you.

(4) they avoid being harassed by bears.

6. He catches the subway to work because he couldn't afford to drive his car.

(1) he couldn't afford to drive his car.

(2) he can't afford to drive his car.

(3) of not affording to drive his car.

(4) he will not be able to afford to drive his car.

7. We raced outside when the earthquake began because you are not safe inside the building.

(1) you are not safe inside the building.

(2) we were not safe inside the building.

(3) being inside the building wasn't safe for us.

(4) of not being safe inside the building.

8. We shopped for several hours, but no great bargains were found.

   (1) no great bargains were found.

   (2) we found no great bargains.

   (3) great bargains were not found by us.

   (4) we will find no great bargains.

9. I searched the shelves of the library, but I couldn't find the book I wanted.

   (1) I couldn't find the book I wanted.

   (2) the book I wanted couldn't be found.

   (3) the book wanted by me couldn't be found.

   (4) the book that I wanted couldn't be found.

10. He stripped away the old paint first and then the sanding begins.

    (1) then the sanding begins.

    (2) then he begins the sanding.

    (3) then the sanding was begun.

    (4) then began the sanding.

11. Although we could not see the bats, their screeching could be heard.

    (1) their screeching could be heard.

    (2) their screeching could be heard by us.

    (3) we could hear their screeching.

    (4) we will hear their screeching.

12. After he suffered a heart attack, he avoids all foods that had been banned by his doctor.

    (1) avoids all foods

    (2) avoided all foods

    (3) all foods were avoided

    (4) will avoid all foods

WORKSHEET 48

-ING WORD GROUPS

OBJECTIVE: To construct sentences using *-ing* word groups

Two sentences that have the same subject can be combined by changing one of the sentences to an *-ing* word group using these steps.

1. **Choose one sentence to change to an *-ing* word group.**
2. **Drop the subject of that sentence.**
3. **Change its verb to an *-ing* form.**
4. **Place a comma between the new *-ing* word group and the rest of the sentence.**
5. **Punctuate and capitalize like a single sentence.**

EXAMPLES:

Changing first sentence

She read a boring book. She fell asleep.
becomes
Reading a boring book, she fell asleep.

Changing second sentence

Clouds drifted in front of the moon. They darkened the sky.
becomes
Clouds drifted in front of the moon, darkening the sky.

Changing either sentence

He hurried down the aisle. He knocked several cans from the shelves.
becomes
Hurrying down the aisle, he knocked several cans from the shelves.
or
He hurried down the aisle, knocking several cans from the shelves.

Sometimes, after changing one sentence to an *-ing* word group, the subject of the other sentence must be changed from a pronoun to a noun to make the meaning clear.

EXAMPLE: **Joan slurped her soup noisily. She embarrassed her friend.**
becomes
Slurping her soup noisily, Joan embarrassed her friend.

EXERCISE: Combine each pair of sentences by changing the underlined sentence to an *-ing* word group.

1. I skiied down the slope. I landed in a snowbank.

2. They gazed at the clear summer sky. They spotted several meteors.

3. Diane cast the line with a deft twist. She immediately hooked a trout.

4. I fell in the puddle. I ruined my new suit.

5. The taxi driver sped from the airport. He left her luggage on the sidewalk.

6. She spends many hours at a sale. She weighs the prices carefully.

7. The play opened at the Kennedy Center. It had a sellout crowd.

8. I sliced the orange. I cut my finger in the process.

9. They took a new route on Tuesday. They enjoyed the change in scenery.

10. The car skidded on the ice. It crashed into the bank.

11. I paddled the canoe alone. I was quite tired at the end of the day.

12. He stuffed the clothes into the washing machine. He did not notice that his pen was still attached to his pocket.

13. Howard sized up the wave. He quickly positioned himself on the surfboard.

WORKSHEET 49

CHOOSING THE RIGHT WORD

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OBJECTIVE: To make correct word choice

Many of our errors in writing arise from our wrong use of words. For instance, we often use the word except when we really mean accept. Another common mistake is writing principle when we really intended to write principal. Such errors in diction appear in the *Diction and Style* and the *Logic and Organization* sections of the test.

In this section you will learn to spot these and similar errors. To prepare you for these parts of the examination, we have provided you with a list of the most common word-choice "demons" you will be likely to face. Study these word demons carefully. Once you master them, you will have little difficulty with them in the future.

WORD-CHOICE "DEMONS"

accept, except *Accept* means to receive, usually willingly. (He *accepted* our invitation. If I'm not home, my neighbor will *accept* the package.) *Except* means "but." (Everyone went *except* me.)

adapt, adopt *Adapt* means "to change." (We will *adapt* the plan to suit our needs.) *Adopt* means "to accept." (We decided to *adopt* the proposal. The Smiths have *adopted* their third child.)

advice, advise *Advice* is a noun meaning "a suggestion." *Advise* is a verb meaning "to recommend or give advice to." (Although I tried to *advise* him on the matter, he refused to take my *advice*.)

already, all ready; altogether, all together; all right *Already* means "previously." (He has *already* done it.) *All ready* refers to everyone being ready. (Are they *all ready?) Altogether* may be used synonymously with "completely." (His answer is *altogether* wrong.) *All together,* like *all ready,* refers to people. (We are *all together* in this noble struggle.) *All right* implies satisfaction or correctness. (I got the questions *all right*. It's *all right* with me.) Note: *Alright* is NEVER ACCEPTABLE.

allusion, illusion *Allusion* means "reference." (His work consisted of one literary *allusion* after another.) *Illusion* refers to a mistaken idea or vision. (We were sure it had been an optical *illusion*.)

altar, alter *Altar* indicates a table usually found in a church. (The priest stood at the *altar*.) *Alter* means "to change." (The tailor will have to *alter* this new suit of mine.)

amount, number Do not use these words interchangeably. *Amount* refers to "quantity." (The *amount* of effort that has been put into this job is enormous.) *Number* refers to persons or things that can be counted. (There are a *number* of problems associated with this proposal.)

angry at, angry with *Angry at* refers to things. *Angry with* refers to people. The same principle may be applied to *agree to* (something) and *agree with* (someone). (I became *angry* at the sight of such disorder. I was *angry with* John.)

anywheres, nowheres Both are incorrect. Use *anywhere* and *nowhere*.

beside, besides *Beside* means "next to." (Come stand *beside* me.) *Besides* means "in addition to." (Who went to the movie *besides* Paul and Barbara?)

between, among; each other, one another Use *between* and *each other* to refer to two people or things. (Divide it *between* him and me. Tom and I spoke to *each* other.) Use *among* and *one another* for more than two. (The prize money was split up *among* Tom, George, and Fred. If people would learn to communicate more effectively with *one another,* much tension would be reduced.)

born, borne *Born* has to do with birth. (What time was the baby *born?*) *Borne* means "to bear" or "to carry." (He has *borne* his burden well for many years.)

brake, break *Brake* is a device used for stopping. (The *brake* on my car is defective.) *Break* means "to shatter." If you leave, you'll *break* my heart.)

bring, take *Bring* suggests motion toward the speaker. (Bring the paper to me now.) *Take* suggests motion in any other direction. (Please *take* my suit to the cleaner.)

can, may *Can* means to be able to do something. (I *can* climb that tree.) *May* means to have permission to do something, or to be possible or likely. (*May* I climb that tree? His wish *may* come true.)

capitol, capital The word *capitol* has only one meaning: the building in which a state legislature meets. However, when the *c* is capitalized, (Capitol), it refers to the building housing the United States Congress in Washington, D.C. The word *capital,* on the other hand, has several meanings, one of which is "the city in which the seat of government is located." (Sacramento is the *capital* of California. Paris is the *capital* of France.)

coarse, course *Coarse* means "rough, crude." (He broke into a rash from wearing the *coarse* sweater.) *Course* means a route or an organized sequence of studies. (I simply don't know what *course* to take. Next term, we'll take the second half of the history *course*.)

complement, compliment *Complement* means "to complete." (Her hat *complemented* her dress.) *Compliment* is used to mean "praise." (He paid his wife a lovely compliment.)

contagious, contiguous *Contagious* means "catching, as a disease." (The Hong Kong and London Flu are *contagious*.) *Contiguous* means "adjoining." (Canada and the United States are *contiguous*.)

continual, continous *Continual* implies an action that stops occasionally. (He was *continually* asking questions.) *Continuous* describes an action that progresses without pause. (My alarm clock rings *continuously* for an hour before it shuts itself off.

costume, custom A *costume* is a special kind of dress. (She made a *costume* for for the Halloween party.) A *custom* is a tradition. (It is our *custom* to set off fireworks on the Fourth of July.)

council, counsel *Council* describes a group of people, usually gathered for some legislative purpose. (Who do you think will be running for the city *council* next year?) *Counsel* means "advice" or "to advise." (He came to me seeking guidance and *counsel*.)

credible, creditable, credulous *Credible* means "believable" (the opposite of *incredible),* and is used to refer to things. (He told us a *credible* story.) *Credulous* refers to people and describes the quality of believing too readily. (Tom is a most *credulous* individual.) *Creditable* means "worthy of credit, deserving praise." (He has done a *creditable* job.)

desert, dessert *Desert* describes arid, barren land. It also refers to the act of abandoning something. (We read about the Sahara *Desert*. Three soldiers were prepared to *desert* the company.) *Dessert* is the final course of a meal. (Hey Mom, what's for *dessert*?)

die, dye *Die* has to do with death. (The sergeant was going to *die* and he knew it.) You *dye* things by changing their color. (Is she still *dyeing* her hair?)

discover, invent When you find out about something for the first time, you *discover* it. You *invent* something when you bring it into being. (Franklin *discovered* electricity, but it took Edison to *invent* the light bulb.)

disinterested, uninterested *Disinterested* means lacking self-interest or selfish motive. (To be fair, a member of a jury must be *disinterested.*) *Uninterested* means not interested. (The trial was boring and the jury seemed *uninterested* in its outcome.)

draw, drawer *Draw* is what an artist does, and a *drawer* is where he keeps his brushes.

eager, anxious *Eager* expresses a sense of anticipation. (I am *eager* to see the new movie.) *Anxious* implies a sense of worry or concern. (I'm a bit *anxious* about my test.)

effect, affect *Effect* as a noun means "result"; as a verb, it means "to bring into being." (What will the *effect* of his speech be? We intend to *effect* a few changes here.) *Affect* is a verb, meaning "to cause a change in." (His remarks didn't *affect* me in the least.)

emigration, immigration *Emigration* is the act of people leaving a country. *Immigration* is the act of people entering a country.

famous, infamous (notorious) A person who is widely known for generally favorable reasons is *famous.* An individual whose faults make him well known is *infamous* (or notorious). (Although Pete Thomson was a *famous* lawyer, his brother was an *infamous* confidence man.)

farther, further *Farther* refers to physical distance. (I've already walked ten miles and can't go any *farther.*) *Further* means "more" or "additional." (I don't wish to pursue this argument any *further.*)

formally, formerly *Formally* means "in a formal or established manner." *Formerly* describes a past state or condition. (The press knew what the president would say before his speech was *formally* delivered. Antoine's Hair Stylists was *formerly* known as Tony's Barber Shop.)

imply, infer *Imply* has to do with giving a hint. *Infer* is associated with drawing a conclusion. (I did not intend to *imply* that he was not working. I could only *infer* from his remarks that he was dissatisfied.)

in, into *In* describes something being within or inside of something else. (Guess what I have *in* my pocket.) *Into* denotes movement from the outside to the inside. (Just then, John came *into* the room.)

it's, its *It's* is a contraction of *it is,* while *its* is the possessive form of *it.* (*It's* my book; don't mark up *its* pages.)

kind, sort, type These words may be followed by *of* but not *of a*. (This *kind of* (not *of a*) book is worth reading.)

lay, lie *Lay* means to put something somewhere, and takes an object. (I'll *lay* that pile of books on the table.) *Lie* means to be in or get into a horizontal position, and takes no object. (He is going to *lie* down and rest.)

lead, led *Lead* as verb means "to precede or go before." As a noun, it refers to a metal. *Led* is the past tense of the verb *lead*. (I bought a *lead* pencil. Every general wants to *lead* his men to victory. Harry has been *led* astray by his friends.)

learn, teach *Learn* means "to acquire knowledge or skill." (You must *learn* to operate the machine properly.) *Teach* means "to give instruction." (I'll *teach* you to operate the machine properly.)

like, as *Like* is a preposition used to introduce a phrase. *As* is used to introduce a clause. (He looks *like* his borother. He works *as* quickly as he can.) Note: Use *as if* or *as though* instead of *like* whenever possible. (He looks *like* he's tired should be He looks *as if* he's tired.)

likely, liable *Likely* means "that which is possible." (He is *likely* to come to our meeting.) *Liable* means "responsible for." (The driver was held *liable* for the damage.)

loan, lend *Loan* is used preferably as a noun only. (I should like to have a *loan*.) *Lend* is used as a verb. (Will you *lend* me your car tonight?)

loose, lose *Loose* is an adjective meaning "not fastened securely"; *lose* is a verb meaning "to part with by accident." Just remember that if your button is *loose*, you might *lose* it.

miner, minor A *miner* is a person who works in a mine. A *minor* is someone who is young. (Are *minors* allowed to become *miners*?)

moral, morale *Moral* is related to ethics or personal standards. (He was a man of high *moral* qualities.) *Morale* refers to a state of mind and spirit. (Every year Bob Hope attempts to build up the *morale* of American troops by visiting military bases.)

off, from Do not confuse these words. We borrow money *from* someone, not *off* someone.

passed, past *Passed* is the past tense of the verb *to pass*. (We *passed* his house yesterday.) *Past* refers to something that is over. (In the *past*, we always did it this way.)

peace, piece *Peace* is related to the absence of war; quiet, and contentment. *Piece* is synonymous with *slice*. (In order to restore *peace*, I gave them both a *piece* of cake.)

persecute, prosecute When you treat someone cruelly because of his race, religion, or beliefs, you are *persecuting* him. (The Nazis *persecuted* the Jews in Europe.) When a district attorney attempts to prove in court that you are a burglar, he is *prosecuting* you. (Mr. Cohen is a witness for *the prosecution*.)

personal, personnel *Personal* relates to you or to another as individuals. (He is a *personal* friend of mine. My reason is too *personal* to talk about.) *Personnel* has to do with employees. (We decided to have a Christmas party for all of the office *personnel*.)

plain, plane *Plain* means "simple, unadorned," or a level and treeless stretch of land. (Please try to speak in *plain* English. Ahead of us stretched a vast, grassy plain.) Plane has to do with a flat surface or an airplane. (All *planes* have been grounded because of the poor weather.)

precede, proceed *Precede* means to "go in front of." *Proceed* means "to go ahead." (When the group *proceeds* down the hall, Jane will *precede* Agatha.)

principal, principle *Principal* has two meanings: (1) "the executive officer in a school," and (2) "chief or main." *Principle* is synonymous with *law* or *rule*. (The *principal* congratulated the graduating class. What was his *principal* reason for going? In order to understand why the machine is valuable, you must understand the *principle* behind it.)

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quiet, quite *Quiet* refers to the absence of noise. (It's certainly *quiet* in here tonight.) *Quite* is synonymous with *rather*. (I was *quite* tired after my hard day's work.)

raise, rise *Raise* means to lift and takes an object. (Please *raise* the windows a few inches.) *Rise* means to get up and takes no object. (I *rise* every morning at 6:00.)

set, sit *Set* means to place and takes an object. (Please *set* these glasses on the table.) *Sit* means to get into or be in a sitting position and takes no object. (Please *sit* down quietly.)

shall, will For all practical purposes, and in particular for the High School Equivalency Examination, no distinction need be made between these two words.

stationary, stationery *Stationary* means "fixed, not movable." (Walls are usually *stationary*, while chairs are not.) *Stationery* means paper and envelopes. *Hint:* Think of the *er* at the end of paper. (Did you see Maureen's new pink *stationery*?)

than, then Use *than* for comparisons. (Harry is taller *than* I am.) Use *then* to express a sense of time. (What did you do *then*?)

there, they're *Their* indicates possession. *There* indicates place or direction. *They're* is a contraction of *they are*. (*They're* going *there* in *their* car.)

to, too, two *To* is a preposition used to introduce a phrase. (She is going *to* the store. He went *to* bed.) *Too* means "also" or "an excess." (I have *too* many. I am going *too*.) *Two* is the number 2. (I have *two* bats.)

waist, waste Your *waist* is what you put your belt around. *Waste* as a verb deals with improper use of something. (Don't *waste* water.) As a noun, *waste* is what is left over.(Getting rid of garbage and other *waste* is a problem.)

who's, whose *Who's* is a contraction for *who is*. *Whose* is a possessive form. (I don't know *who's* going. *Whose* book is this?)

write, right When you *write* your answers on the test, let's hope you get them all *right*.

EXERCISE A: In each of the following sentences, there are four underlined words.If one of these words is incorrect, circle the number. If there is no error, circle #5.

1. Of course (1) I'll accept their (2) invitation; I consider it quite (3) a complement (4). no error (5).

2. The principle (1) reason for my not going any further (2) may be inferred (3) from the attitude of the personnel (4) when they come to the bargaining table. no error (5).

3. Their (1) morale (2) might have been effected (3) when six of the men decided to desert (4). no error (5).

4. The district attorney was not anxious (1) to prosecute (2) the man who had led (3) the miners (4) in the two-week strike. no error (5).

5. Before the resolution was passed (1), the council (2) recommended a week of further (3) investigation and more discussion between (4) the three committees. no error (5).

6. I was eager (1) to leave the capital (2) early since the great number (3) of tourists were liable (4) to cause a traffic jam. no error (5).

7. The principal's (1) counsel (2) led (3) me to believe that everything would soon be alright (4). no error (5).

8. Because there (1) had been an increasing amount (2) of accidents, the company instructed all personnel (3) to double check the brake (4) cylinders. no error (5).

9. His allusions (1) to Shakespeare may have been apt (2), but they seemed all together (3) incredible (4) to me. no error (5).

10. The principle (1) of limited immigration (2) quotas is beginning to loose (3) favor in the nation's capital (4). no error (5).

EXERCISE B: In each of the following sentences, there are four underlined words. If one of these words is incorrect, circle the number. If there is no error, circle #5.

1. The principle (1) effects (2) of the bill are likely (3) to lead (4) to a need for even more legislation. no error (5).

2. Of course (1), a personal (2) complement (3) can be quite (4) effective in some cases. no error (5).

3. The two (1) men who's (2) illusions (3) had been shattered were more than (4) eager to find the right explanation. no error. (5)

4. A few minutes later (1), he took some kind of an (2) object from (3) his coat pocket and put it in (4) the drawer. no error. (5)

5. The famous (1) criminal stated that the implications (2) of the investigator amounted to moral (3) persecution (4). no error. (5)

6. Continual (1) discussion, with only occasional breaks (2) for meals, led (3) to a new coarse (4) of action. no error. (5)

7. We have decided to altar (1) the bill slightly and then adopt (2) it rather than (3) to postpone the vote as had been formerly (4) suggested. no error. (5)

8. Any alteration at the waist (1) is liable (2) to make this dress too (3) loose (4). no error. (5)

9. We had discovered (1) that the affects (2) of the gas were a factor in making the miners (3) become nauseated. (4) no error (5)

10. In a week (1), we should be able to judge quite (2) plainly (3) who's (4) prediction is more accurate. no error. (5)

EXERCISE C: In each of the following sentences, there are four underlined words. If one of these words is incorrect, circle the number.If there is no error, circle #5.

1. His remarks led (1) us to believe that even if we were to loose (2), everything (3) would be all right (4). no error. (5)

2. Of coarse (1), not everyone knows how to accept (2) a personal (3) compliment (4). no error. (5)

3. In his address, the principal (1) made an allusion (2) to the amount (3) of people who had been born (4) in January. no error. (5)

4. We decided to make an adaptation (1) in the program so that its (2) likely effects (3) would be more exceptable. (4) no error. (5)

5. Are our lawmakers so anxious (1) about immigration (2) that they will agree with (3) a bill that is not altogether (4) fair? no error. (5)

6. The man who's (1) place you're (2) taking should, of course (3), be complimented (4). no error (5).

7. You're (1) liable (2) to find some stationery (3) in this drawer (4) if you look. no error (5).

8. The famous (1) statesman is liable (2) to appear in the capital (3) a bit later (4) this year. no error (5).

9. The continual (1) allusions (2) to our fighting men implied (3) that the speaker had great confidence in their moral (4). no error (5).

10. There (1) bound to know (2) who's (3) right (4). no error (5).

EXERCISE D: In each of the following sentences, there are four underlined words. If one of these words is incorrect, circle the number. If there is no error, circle #5.

1. They were eager (1) to proceed (2) like (3) they had been told (4). no error (5).

2. He led (1) us passed (2) a place that looked like (3) some kind of desert (4). no error (5).

3. In two (1) weeks (2) we were eager (3) to proceed (4) on our journey. no error (5).

4. Joe implied (1) that he would be likely (2) to (3) agree to our proposal that he accept (4) the money. no error (5).

5. The members of the city council (1) have decided not to waste (2) any more stationery (3) then (4) they usually do. no error (5).

6. Besides (1) Tom, Maria, Felipe, and Joyce were formally (2) inducted in (3) the PTA at the initiation ceremony held at the school this past (4) Tuesday. no error (5).

7. The apt (1) pupil is likely (2) to have his moral (3) improved if, after studying diligently, he finds out that he's passed (4) the test. no error (5).

8. Don't waste (1) time trying to decide who's (2) right (3) and whose (4) wrong in this case. no error (5).

9. I think that in his speech the senator attempted to infer (1) that minors (2) were not quite (3) sophisticated enough to be granted any further (4) privileges. no error (5).

10. His story seemed credible (1) enough at first, but as he went a bit farther (2) into the matter, I found some of his statements quite (3) difficult to accept (4) as the honest truth. no error (5).

WRITING PRACTICE

INTRODUCTION

WRITING SECTION

Writing is a process. Through writing, thoughts are expressed on paper and communicated with others. The purpose of this writing section is to acquaint the student and teacher with the process of writing and to provide practice for the transfer of thoughts to paper. The guidelines and practices offered provide a basic system of organization for completing a written response. The criteria for passing the proposed new section of the GED exam are also discussed.

Reading is one of the most important factors in strengthening writing skills. The various reading skill areas presented in *Encore* should be viewed as enabling skills for writing:

- The Main Idea provides the basis for the writing of topic sentences.
- Inference teaches supporting details.
- Interpretation deals with fact/opinion, example/evaluation, cause/effect and the drawing of conclusions.
- Analysis examines the forms in which writing is conveyed.

The text of *Encore* and the writing skill worksheets contained in the writing section of the *Writing Skills Workbook* can be effectively used together to offer ongoing activities for the GED student.

WRITING SKILLS GUIDELINES

PURPOSE
- What am I supposed to write about?
- What do I need to let my reader know?

AUDIENCE
- Who is my reader?
- What must I know about him so that I can help him to understand what I want to say?

FORM
- Am I to write an essay, a business le:ter, friendly letter, a composition, report, or what?

ORGANIZATION
- Who am I writing to?
- What am I writing about?
- How should I present my information?
- What ideas should I include?
- Does my paper have a logical progression of events or ideas?
- Does my paper control the arrangement of events or ideas?

CONTENT
- Does my paper have sufficient writing to address the topic?
- Does my paper have sufficient supporting details?

SENTENCE FORMATION
- Does my paper have a suficient number of grammatically complete sentences?

CONVENTIONS
- Does my paper follow the conventions of edited American English for grammatical usage?
- Did I avoid the following errors:
  - Wrong words?
  - Missing words?
  - Ambiguous words?
  - Subject/verb disagreement?
  - Misuse of pronouns?
  - Shift in verb tense within a sentence between two sentences?
- Does my paper follow the conventions of edited American English for capitalization, punctuation, and format?

NARRATIVE WRITING*
- Implies a story
- Tells a sequence of events
- May include details based on senses

*Narrative writing requires *sequence* and *elaboration.*

EXPOSITORY WRITING*
- Explains ideas, reasons, a process, a point of view

*Explanatory writing requires *clarity* and *completeneness.*

HOW TO DO WELL ON THE ESSAY PORTION OF THE GED WRITING SKILLS TEST

1. Read the essay topic.

2. Underline the key or important words in the question.

3. Make your planning sheet.

   Write the *purpose*.
   List your *audience*.
   Tell the *form*.

   Write a topic sentence using the idea given in the purpose.
   List the important words from the essay question.
   Write several good facts or details under each important word.
   Write a concluding sentence.

4. Organize your planning sheet.

   Organize the ideas you will write about.
   List the who, what, where, when, and how on your planning sheet.
   Make sure you have included enough details about each key idea to convince your audience.

5. Write a rough draft.

6. Read and correct your rough draft.

7. Answer the questions on the Writing Revision Checklist.

8. Write your final copy in ink.

HOW THE GED ESSAY TEST WILL BE SCORED

Readers will score the essay "holistically"; that is, the piece of writing is evaluated on the basis of its *overall* effectiveness. A misspelled word, a comma splice, a sentence fragment, a misplaced modifier will carry no great weight in scoring the paper. The candidate is entitled to make some mistakes. The essay score on the future ('88) GED Writing Skills Test will be combined with the score on the multiple choice section to form a composite score.

INITIAL WRITING PRACTICE

Read the following essay instructions, noting the key or important words.

SAMPLE:

> Suppose that while *going home from work* you were the only *witness to an accident.* Write a *report* for the *police,* explaining *what happened.*
>
> Before you start writing, think about the information that the police department will need to have. Think about the *date, time,* and *location* of the accident. Remember details about any *people, vehicles, animals,* or *property* involved in the accident.
>
> Now write a *report* for the *police,* explaining *what happened* in the *accident* that you *witnessed* while going home from work.

NOTE: The first paragraph tells you the purpose for writing, the audience to be addressed, and the form in which to write.

The second paragraph tells you the information that should be included. This information will form the body of your essay. You can develop details from the suggestions given in the second paragraph.

The third paragraph is a restatement of the first paragraph. It reminds you of the purpose, audience, and form of your essay.

WORKSHEET 50

THE PLANNING SHEET

OBJECTIVE: To use a planning sheet to write an essay

EXERCISE A: Read the essay instructions that follow and underline the key words.

> **Suppose that you have just watched or heard a performance by your favorite musical group. You enjoyed the performance so much that you want to share your experience with someone else. Write a musical review telling about the performance.**
>
> **Before you start writing, think about how the performance began. Think about what happened during the performance and how the performance ended.**
>
> **Now write a musical review telling about the performance of your favorite musical group.**

EXERCISE B: Write a clear and complete accident report or musical review after filling out a Planning Sheet.

MAKING THE PLANNING SHEET

1. Use the information you underlined in the essay topic to make your planning sheet.

2. At the top of a sheet of paper, write the following:

   purpose:
   audience:
   form:

3. The first paragraph of the essay instructions gives the information you need. Determine the information and write it on your planning sheet.

   purpose: to tell about an accident I witnessed
   audience: police
   form: report

4. Write the words *topic sentence* on your planning sheet. Develop a topic sentence based on the information given as the purpose for writing.

   EXAMPLES:

   a) On Tuesday, April 4, I witnessed an accident on my way home from school.

   b) This afternoon I witnessed an accident, and I want to report what I saw.

5. List the key words from the second paragraph. Make space between each set of key words so that you will be able to include details:

   EXAMPLE:

   date:

   time:

   location:

   people:

   vehicles:

   animals:

   property:

   List details under as many of these key words as you can. You need to visualize the accident so you can describe it to the police.

6. Write a *concluding sentence* on your planning sheet. Paraphrase the topic sentence and conclude your thoughts.

7. Go through your planning sheet and decide the order in which to tell your information. Check to make sure your ideas are clear and that they included enough detail to be complete.

PLANNING SHEET

Purpose:

Audience:

Form:

Topic sentence:

---

fact:

details:

fact:

details:

fact:

details:

fact:

details:

Concluding sentence:

WORKSHEET 51

WRITING REVISION CHECKLIST

OBJECTIVE: Evaluate an essay using the Writing Revision Checklist.

_____ 1. Did you write on the assigned topic?

_____ 2. Do your details support your topic?

_____ 3. Did you put your ideas in a clear order?

_____ 4. Did you use complete sentences?

5. Did you:

_____ capitalize correctly?

_____ spell correctly?

_____ punctuate correctly?

_____ 6. Did you use words correctly?

_____ 7. Did you use the right form for a letter or a paragraph?

_____ 8. Did you write neatly?

EXERCISE: Evaluate the essay that you have written about the accident or the musical performance.

WRITING SKILLS ASSESSMENT

DIRECTIONS: Using the Writing Skills Outline, Planning Sheet, and How To Do Well on the Essay Portion of the Writing Skills Test, select one of the following Sample GED Essay Topics to write about.

1. Many people in the United States are highly competitive. They are ready to accept any challenge, and they like any sport, game, or business that allows them to prove that they can do better than someone else.

   Do you view this competitive spirit as good or bad? State your opinion and support it with specific reasons and examples.

2. Teenagers in your neighborhood have proposed converting an old house into a recreation center where young people might drop in evenings for talk and relaxation. Some local residents oppose the plan on the grounds that the center would depress property values in the neighborhood and attract undesirable types.

   Do you support or oppose the plan for a construction of a recreation center? Take one position supporting or opposing the plan. Organize your arguments carefully and be as convincing as possible.

3. Living in a fast-paced society may have many advantages, but one disadvantage is that today's hectic pace makes life more stressful.

   Explain how you cope with stress. What do you do to reduce stress or to deal with it when it becomes a problem? Support your explanation with specific details and examples.

NOTE: Keep in mind that the proposed GED Essay Test will be scored by two trained readers. The readers will score the papers "holistically"; that is, the piece of writing is evaluated on the basis of its *overall* effectiveness. The holistic evaluations will range from one (low) to six (high). The candidate will be entitled to make some mistakes in spelling, punctuation, and sentence structure.

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ANSWER KEY

WRITING SKILLS WORKBOOK

WORKSHEET 1: THE SENTENCE

A. Answers will vary

B.
1. Run-on
2. Run-on
3. Correct
4. Correct
5. Correct
6. Run-on
7. Correct
8. Run-on
9. Run-on
10. Run-on

C.
1. F
2. S
3. F
4. R
5. R
6. S
7. F
8. F
9. S
10. R

WORKSHEET 2: CAPITALIZATION

EXERCISE A:

1. winter
2. biology, math
3. father
4. north
5. summer, spring
6. West

EXERCISE B:

1. When, I
2. South
3. West, Mary
4. Latin
5. Buddhist, Roman Catholic
6. President
7. Doctor Katz
8. James, Judge Simms
9. Lord, His
10. Bible
11. The Grapes of Wrath
12. Time, Newsweek
13. In, English, To Kill a Mockingbird, Harper Lee
14. President, National Airport, Vice President Bush, Latin
15. Northwest, Thompsons, South
16. Mother
17. God
18. Captain Tally
19. English, French
20. Eskimo

CAPITALIZATION ASSESSMENT

1. 2
2. 3
3. 1
4. 3
5. 5
6. 1
7. 3
8. 1
9. 1
10. 5
11. 5
12. 1
13. 4
14. 4
15. 4
16. 4
17. 2
18. 3
19. 1
20. 2
21. 2
22. 5
23. 4
24. 1
25. 4
26. 5
27. 5
28. 3
29. 2
30. 4
31. 3
32. 5
33. 3
34. 3
35. 1

WORKSHEET 3: END PUNCTUATION

1. tiring.
2. year?
3. tonight!"
4. Mr., Ms. Bowers.
5. Jr., Dr., child.
6. out?
7. Sept, Capt., absence.
8. question,", examiner.
9. tale?
10. thing.

WORKSHEET 4: APOSTROPHES

EXERCISE A:

1. It's, women's, I'm, won't
2. so's and 's
3. boys', John's, can't
4. children's, z's
5. schools'
6. correct
7. we've, year's
8. hour's
9. Doesn't, Mary's
10. John's, Joe's, neighbors'

EXERCISE B:

1. mother-in-law's
2. U.S.A.'s
3. Everyone's
4. C
5. Barbara and Tom's
6. musicians'
7. C
8. attorney's
9. Anybody's
10. Hart and Hall's
11. stone's
12. Whose
13. Russ's
14. Shirley's
15. tire's
16. their
17. summer's
18. announcers'
19. Gold's
20. New Year's

WORKSHEET 5: COMMAS

EXERCISE A:

1. Hawaii, Puerto Rico,
2. English, math, science,
3. rain, snow, sleet, fog,
4. pancakes, bacon, eggs, toast,
5. candy, fries, popcorn
6. correct
7. almonds, walnuts
8. crackers, dips,
9. coaster, wheel,
10. City, Atlanta, Denver

EXERCISE B:

1. gate,
2. herself,
3. ideas,
4. tea,
5. lost,
6. correct
7. dog,
8. week,
9. device,
10. correct

EXERCISE C:

1. face,
2. No,
3. school,
4. mountain,
5. fastidious
6. steps,
7. answer,
8. lottery,
9. Why,
10. friend,

EXERCISE D:

1. Children,
2. know, Joyce,
3. Rosy,
4. decided, friend,
5. help, Edward,
6. afraid, Patrick,
7. lady,
8. soon,
9. me, sir,
10. Gentlemen,

EXERCISE E:

1. Corporation, Street, City,
2. Society, Street, Johnstown, Pennsylvania,
3. Correct
4. Arlington,
5. County, Rockville,

EXERCISE F:

1. Karl,
2. correct
3. correct
4. correct
5. Love,

EXERCISE G:

1. John, brother,
2. Dancing, know,
3. truth, Mary
4. should, perhaps,
5. Cats, Broadway,
6. grandfather, Russia,
7. school, know,
8. Joe, engaged,
9. Bagel, dog,
10. correct

WORKSHEET 6: SEMICOLONS AND COLONS

1. items:
2. 3:45
3. Golding;
4. Greece;
5. play;
6. novels;
7. game;
8. trip;
9. Gentlemen:
10. returning:

WORKSHEET 7: PUNCTUATING QUOTATIONS

EXERCISE A:

1. said, "Why . . . help?"
2. "I . . . sure, said, "that . . . me."
3. "Do . . . mix?" Bonnie.
4. "I . . . Parade," said.
5. said, "The . . . noon"?
6. delightedly, "You . . . passed!"
7. "There . . . are," said, "many do."
8. announced, "We're . . . morning."
9. "Get . . . room!" Andy.
10. asked, "Do . . . hand"?

EXERCISE B:

1. "Today's . . . p.m.,
2. "According . . . thermometer," Thompkins, "you . . . fever."
3. C
4. "Full . . . ahead " captain, "and . . . ship!"
5. "Get . . . horse!" trainer.
6. C
7. said, "I . . . country"?
8. "Is . . . now?"
9. "That . . . clearly,"
10. "Let's . . . subject," man. "I . . . further."

PRACTICE EXERCISE: PUNCTUATION

1. test, colors.
2. "Virgil, class?"
3. Monday, Jan. 21;
4. areas: idea, details
5. office, everyone's astonishment, month's absence, February.
6. Sara, Avenue, Park, Maryland?
7. t's i's, neighbor's
8. Doesn't Kathy's twins?
9. Dr. topic; is, Eskimo.
10. pungent, thick, men's Nelly, strong,
11. desirable; nevertheless,
12. refused, way, novels; result,
13. temperatures, Florida.
14. Doug's were: B's English, A's typing, C's Algebra II.
15. worksheet, accomplishment?

PUNCTUATION: ASSESSMENT

1. 3	16. 3	31. 4
2. 1	17. 2	32. 4
3. 2	18. 4	33. 1
4. 1	19. 1	34. 2
5. 3	20. 5	35. 2
6. 1	21. 5	36. 2
7. 1	22. 2	37. 1
8. 5	23. 3	38. 1
9. 4	24. 5	39. 5
10. 3	25. 2	40. 2
11. 1	26. 4	41. 1
12. 3	27. 1	42. 4
13. 2	28. 2	43. 2
14. 4	29. 5	
15. 1	30. 1	

WORKSHEET 8: NOUNS

EXERCISE:

1. garage, dinner
2. plants, garden, fertilizer
3. lift, passengers, top, mountain
4. Autumn, September, leaves, color
5. Sam, watch, trip, Switzerland
6. neighbors, party, people
7. packages, Monday
8. Hope, peace, meetings
9. travelers, beauty, Hawaii
10. rafts, rapids
11. Aspirin, pain, headache
12. story, heroine, goal
13. whistle, noon, break, lunch
14. people, Smithsonian, year, exhibits

WORKSHEET 9: NOUNS AS SUBJECTS

1. editor, I
2. countries
3. payment
4. book
5. February 22
6. principal
7. Parade
8. Bible
9. car, train
10. Audrey
11. Showers
12. Betty & Jim

WORKSHEET 10: MAKING NOUNS PLURAL

EXERCISE A:

1. vacancies
2. radios
3. boxes
4. flies
5. potatoes
6. bunches
7. shoes
8. dishes
9. banjos
10. altos

EXERCISE B:

1. halves
2. editors-in-chief
3. music
4. bookshelves
5. sheep
6. thieves
7. sisters-in-law
8. spoonfuls
9. feet
10. Chinese

WORKSHEET 11: PRONOUNS

EXERCISE A:

1. it (him)
2. They
3. them
4. him
5. She
6. her
7. He

EXERCISE B:

1. N
2. P
3. N
4. N
5. P
6. N
7. P
8. N
9. N
10. P

WORKSHEET 12: PRONOUN FORM

EXERCISE A:

1. mine
2. them
3. him, me
4. me
5. us
6. he
7. they
8. hers
9. her
10. his

EXERCISE B:

Answers may vary

1. me, us, them
2. them, you
3. His, Her, their, your
4. its
5. she
6. they
7. us, them, you, me
8. Yours, mine, His, ours, hers
9. whose
10. it

WORKSHEET 13: PRONOUNS IN WORD PAIRS

EXERCISE:

1. them
2. him
3. they
4. me
5. She
6. we
7. me
8. her
9. me
10. her
11. they
12. him
13. me
14. me
15. me
16. he
17. she
18. he
19. me
20. we

WORKSHEET 14:
PRONOUNS AFTER *THAN* OR *AS*

EXERCISE A:

1. they
2. we
3. me
4. he
5. me
6. him
7. me
8. we
9. me
10. they

EXERCISE B:

1. she
2. we
3. C
4. C
5. he
6. him
7. me
8. she
9. C
10. she

EXERCISE C:

1. we
2. me
3. I
4. She
5. I
6. he
7. them
8. they
9. her
10. us

WORKSHEET 15: *WE* AND *US* PLUS A NOUN

EXERCISE:

1. We
2. us
3. We
4. us
5. We
6. us
7. we
8. We
9. we
10. us
11. We
12. us
13. us
14. We
15. us

WORKSHEET 16: *WHO* OR *WHOM*

EXERCISE A:

1. Who
2. Who
3. Whom
4. Whom
5. Whom

EXERCISE B:

1. whom you should see
2. whoever arrives first
3. who will hire you
4. whom we have always admired
5. who he was

EXERCISE C:

1. to whom we owe a debt of gratitude
2. from whom we obtained our information
3. about whom everyone is talking

EXERCISE D:

1. X
2. X
3. C
4. X
5. X
6. C
7. C
8. X
9. C
10. C

EXERCISE E:

1. whom
2. who
3. whom
4. that
5. which
6. which
7. who
8. whom
9. who
10. who

WORKSHEET 17:
UNCLEAR REFERENCE OF PRONOUNS

EXERCISE:

1. 4
2. 4
3. 2
4. 4
5. 3
6. 1
7. 4
8. 2
9. 3
10. 4
11. 4
12. 3
13. 2
14. 1
15. 3

WORKSHEET 18: PRONOUN AGREEMENT

EXERCISE A:	EXERCISE B:	EXERCISE C:
1. he	1. his	1. C
2. she	2. him	2. he
3. they	3. their	3. his
4. us	4. their	4. my
5. his	5. her	5. C
6. its	6. its	6. her
7. she	7. their	7. C
8. he/she	8. their	8. his
9. they	9. their	9. she
10. its	10. its	10. C

PRONOUN ASSESSMENT

1. 2	16. 2
2. 2	17. 4
3. 1	18. 1
4. 2	19. 1
5. 5	20. 3
6. 3	21. 4
7. 1	22. 4
8. 2	23. 1
9. 3	24. 4
10. 4	25. 4
11. 2	26. 1
12. 2	27. 2
13. 1	28. 2
14. 4	29. 4
15. 3	30. 2

WORKSHEET 19: SUBJECTS AND VERBS

EXERCISE A:

Subject	Verb
1. smog	covered
2. guards	remained
3. train	passes
4. water	gushed
5. team	jogged
6. he	shot
7. tree	lay
8. They	rented
9. disease	struck
10. cat	hid
11. trip	took
12. man	lived
13. aunt	pawned
14. He	lost
15. judges	announced
16. court	overturned
17. clothes	hung
18. doctor	saw
19. crowd	watched
20. lightning	struck

EXERCISE B:

Sentences will vary

WORKSHEET 20: HELPING VERBS

EXERCISE A:

Subject	Verb
1. chimpanzee	was swinging
2. They	are arriving
3. He	was talking
4. I	am thinking
5. we	are driving
6. boat	was battered
7. camper	is parked

WORKSHEET 20 (continued)

EXERCISE B:

	Subject	Verb
1.	He	could have given
2.	They	might have been talking
3.	You	will take
4.	man	does smile
5.	casserole	has been warmed
6.	equipment	should be placed
7.	He	sould have caused
8.	vegetables	must be frozen
9.	We	will have seen
10.	you	can visit

EXERCISE C:

Sentences will vary

WORKSHEET 21: VERBS IN QUESTION

EXERCISE A:

1. The conductor did raise his baton.
2. The voters were confused by the number of candidates
3. You could have seen the play from the balcony.
4. You will be prepared by Wednesday.
5. She has noticed the flowers.
6. I may visit you tomorrow. OR Tomorrow, I may visit you.

EXERCISE B:

1. semester will start
2. newspaper is going
3. bus has been
4. we should close
5. name number should be listed

WORKSHEET 22: LINKING VERBS

EXERCISE B:

	S	LV	Describer/ Identifier
1.	family	was	new
2.	decision	was	difficult
3.	firemen	were	brave
4.	I	am	person
5.	she	is	anxious
6.	You	were	winner
7.	pictures	are	better
8.	clothes	were	washable
9.	pitchers	are	few
10.	weather	is	unpredictable

EXERCISE C:

	Subject	Verb	Verb Type
1.	Dan	sounded	L
2.	lettuce	tastes	L
3.	king	grew	L
4.	They	tasted	A
5.	He	appeared	L
6.	He	visited	A
7.	He	looked	L
8.	wine	tasted	L
9.	geese	became	A
10.	trumpets	sounded	A
11.	speech	seemed	A
12.	I	felt	A
13.	milk	stayed	L
14.	children	smelled	A
15.	astronomer	looked	A

WORKSHEET 22 (continued)

EXERCISE D:

Verb	Verb Type
1. tasted	A
2. been	L
3. bake	A
4. see	A
5. remained	L
6. sounded	L
7. look	A
8. look	L
9. sticking	A
10. feet	L
11. be	L
12. run	A

WORKSHEET 23: IRREGULAR VERBS

EXERCISE A:

1. blown
2. chosen
3. did
4. burst
5. begun
6. came
7. broken
8. did
9. come
10. begun
11. beaten
12. broken
13. did
14. blown
15. began

EXERCISE B:

1. given
2. drank
3. gave
4. drew
5. flown
6. gone
7. fallen
8. drunk
9. frozen
10. driven
11. frozen
12. drawn
13. driven
14. gave
15. gone

EXERCISE C:

1. ran
2. spoken
3. ridden
4. grown
5. sung
6. rung
7. sung
8. saw
9. known
10. seen
11. ridden
12. grown
13. ran
14. spoken
15. rung

EXERCISE D:

1. written
2. swam
3. taken
4. stolen
5. taken
6. written
7. sprung
8. torn
9. threw
10. swung
11. torn
12. sprang, sprung
13. swung
14. written
15. threw

EXERCISE E:

1. began
2. broken
3. C
4. did
5. came
6. blew
7. frozen
8. C
9. flown
10. gone
11. gave
12. C
13. rung
14. C
15. C
16. threw
17. C
18. C
19. saw
20. known
21. torn
22. taken
23. C
24. drank
25. driven
26. fallen
27. C
28. C
29. gave
30. C
31. drawn
32. chosen
33. C
34. came
35. grown
36. run
37. spoken
38. torn
39. C
40. saw
41. C
42. C
43. C
44. C

WORKSHEET 24: VERB DEMONS

EXERCISE A:

1. laid
2. lay
3. lain
4. lay
5. lying
6. lying
7. laid
8. lying
9. laid
10. laid

EXERCISE B:

1. sat
2. set
3. sit
4. sitting
5. Sit
6. sat
7. set
8. sitting
9. sat
10. sitting

EXERCISE C:

1. rose
2. rise
3. raising
4. rising
5. rising
6. rise
7. rising
8. raise
9. rises
10. raised
11. rise
12. rise
13. risen
14. rose
15. raise

WORKSHEET 24 (continued)

EXERCISE D:

1. C
2. rise
3. C
4. sit
5. lying
6. lay
7. sit
8. C
9. laid
10. C
11. lying
12. C
13. sit
14. lay
15. C
16. sit
17. rose
18. sitting
19. C
20. Lie
21. C
22. C
23. Lie
24. C
25. C

WORKSHEET 25: DESCRIBING PAST ACTION

EXERCISE:

1. 2
2. 4
3. 4
4. 3
5. 3
6. 3
7. 1
8. 4
9. 3
10. 1

VERB FORM ASSESSMENT

1. 1
2. 2
3. 5
4. 1
5. 1
6. 1
7. 4
8. 2
9. 3
10. 1
11. 2
12. 1
13. 5
14. 2
15. 4
16. 5
17. 1
18. 5
19. 4
20. 2
21. 2
22. 1
23. 4
24. 3
25. 4

WORKSHEET 26: VERBS ENDING IN *S*

EXERCISE A:

1. boxes
2. hurry
3. pays
4. use
5. sow
6. boss
7. worries
8. says

EXERCISE B:

1. has
2. has
3. have
4. have
5. has
6. has
7. have
8. have
9. has
10. have

EXERCISE C:

1. does
2. do
3. do
4. do
5. do
6. does
7. do
8. do
9. does
10. do

EXERCISE D:

1. are
2. is
3. am
4. are
5. is
6. are
7. is
8. are
9. is
10. are

EXERCISE E:

1. were
2. was
3. were
4. were
5. was
6. were
7. was
8. was
9. were
10. were

EXERCISE F:

1. asks
2. are
3. was
4. Do
5. were
6. am
7. Have
8. were
9. walk
10. does

VERB FORM ASSESSMENT

1. 1	14. 2
2. 2	15. 4
3. 5	16. 5
4. 1	17. 1
5. 1	18. 5
6. 1	19. 4
7. 4	20. 2
8. 2	21. 2
9. 3	22. 1
10. 1	23. 4
11. 2	24. 3
12. 1	25. 4
13. 5	

WORKSHEET 27: *AND, OR, NOR* WITH SUBJECTS

EXERCISE A:

	Conjunction (Circled)	Verb (Underlined)
1.	and	were
2.	nor	knows
3.	and	belong
4.	or	Does
5.	or	are
6.	or	writes
7.	nor	watches
8.	and	are
9.	or	chews
10.	and	are
11.	and	are
12.	and	block
13.	nor	were
14.	and	remind
15.	nor	has
16.	and	are
17.	and	relieve
18.	nor	win
19.	or	matches
20.	or	fills

WORKSHEET 27 (continued)

EXERCISE B:

(sentences will vary)

1. pl. verb
2. pl. verb
3. sing. verb
4. pl. verb
5. sing. verb
6. pl. verb
7. pl. verb
8. pl. verb
9. pl. verb
10. sing. verb

WORKSHEET 28:
SUBJECTS WITH *THERE* AND *HERE*

EXERCISE:

	Subject	Verb
1.	box	is
2.	John, friends	come
3.	deserts	Are
4.	round	goes
5.	spaces	are
6.	people	were
7.	wood	was
8.	choices	are
9.	mosquitoes	are
10.	letters	are
11.	swallows	were
12.	doubts	were
13.	excuse	is
14.	evidence	is
15.	point	is

WORKSHEET 29: PREPOSITIONS

EXERCISE A:

(Have your teacher check)

EXERCISE B:

1. with red hair, near the stranger
2. of flowers, off the table
3. but Alice, in a museum
4. down the stairs, into her arms
5. through the mountains, for another month
6. from Maine, on Tuesday
7. near the shopping center, during the celebration
8. beside us, during the entire performance
9. by women, by men, of the most famous figures, of our time
10. In our classes, in an individualized program
11. After the accident, about the cause
12. In our neighborhood, of his time, in his house
13. in a plane, on the ground, like ants
14. like a deer
15. to the circus, with my sister
16. For a long time, behind a cloud
17. to the beach, in every suitcase
18. underneath the bed, into the laundry
19. opposite the garage
20. of the men, in the street

WORKSHEET 30:
INTERVENING PREPOSITIONAL PHRASES

EXERCISE:

Prepositional Phrase	Subject	Verb
1. of the members with that report	one	agrees
2. of the parents to the request	response	was
3. of many performers on their writers	success	depends
4. in the car by the parking lot attendant	dents	were
5. of drawers with dust	chest	was
6. in that group to me	Two	belong
7. on this item to several thousand dollars	Profits	amount
8. of her favorite projects	One	is
9. of these flowers in this new strain	combination	results
10. on these grounds	picnic	is
11. By the end of the day of the contestants	both	were
12. During the following week of the coats	price	was
13. of the dishes during the move	One	was
14. in Loch Ness by several people	monster	has
15. in the Pacific states	earthquake	is

WORKSHEET 31: PREPOSITIONAL PHRASES

1. him
2. whom
3. Mary and me
4. us, them
5. whom
6. her
7. She and I
8. Andy and him
9. Jenny and me
10. us
11. them
12. him and me
13. me
14. us

SUBJECT-VERB ASSESSMENT

1. 2
2. 3
3. 3
4. 1
5. 5
6. 2
7. 2
8. 4
9. 5
10. 2
11. 4
12. 2
13. 3
14. 3
15. 2
16. 2
17. 4
18. 4
19. 2
20. 1
21. 2
22. 5
23. 4
24. 4
25. 4

WORKSHEET 32: ADJECTIVES

EXERCISE A:

1. largest, heaviest
2. new, three
3. polyester, cotton
4. second, successful
5. irate, futile, balky
6. gleeful, tall, dried
7. aloof, many
8. Several, ancient, curving
9. fresh, crisp
10. fragrant, white, damp
11. Both, fast
12. several, unusual, sandy
13. small, green
14. energetic
15. colorful, rainy
16. Each, new
17. rapid
18. many
19. Those, few
20. This, mild

WORKSHEET 32 (continued)

EXERCISE B:

1. How many
2. What kind
3. How much
4. What kind
5. Which one
6. What kind—How much
7. How many
8. How much

WORKSHEET 33: ADVERBS

EXERCISE A:

1. quickly, correctly
2. often, there
3. always, well
4. never, back
5. sometimes, briefly
6. better, today

EXERCISE B:

1. How
2. When
3. When
4. When
5. Where
6. How
7. Where
8. Where
9. When
10. When

WORKSHEET 34: ADJECTIVES OR ADVERBS

EXERCISE A:

	Verb	Describer
1.	tastes—L	delicious
2.	answered—A	quickly
3.	was feeeling—L	nervous
4.	can be finished—A	easily
5.	hope—A	surely
6.	looked—A	anxiously
7.	sounded—A	loudly
8.	Does taste—L	sour
9.	Should feel—L	sad
10.	drove—A	slowly
11.	dresses—A	sloppily
12.	smelled—L	delicious
13.	sounds—L	calm
14.	must do—A	separately
15.	were beaten—A	badly
16.	tastes—L	different
17.	looked—A	unhappily
18.	cannot be fixed—A	easily
19.	drive—A	carefully
20.	must take—A	seriously

EXERCISE B:

1. well
2. well
3. well
4. well
5. well
6. well
7. good
8. well
9. well
10. good

EXERCISE C:

1. badly
2. C
3. C
4. well
5. well
6. C
7. slowly
8. easily
9. well
10. carefully
11. badly
12. C
13. C
14. C
15. well
16. C
17. C
18. suddenly
19. C
20. bad

WORKSHEET 35: COMPARISONS

EXERCISE A:

1. happier
2. tallest
3. harder
4. cheaper
5. best
6. older
7. larger
8. best
9. friendlier
10. shorter
11. more
12. longer
13. saddest
14. faster
15. most delicious

EXERCISE B:

1. best
2. less
3. worse
4. best
5. least
6. worst
7. better

EXERCISE C:

1. better
2. purest
3. better
4. more delicious
5. C
6. stronger
7. C
8. better
9. loudest
10. worse

WORKSHEET 36: DOUBLE NEGATIVE

EXERCISE:

1. can hardly or can't hear
2. isn't any
3. C
4. C
5. there anything in
6. C
7. go anywhere without
8. doubt that he
9. not time or is hardly time
10. do any of the math
11. C
12. is no time or isn't any time
13. at anybody in
14. are nowhere to or are not to
15. C

MODIFIER ASSESSMENT

1. 1
2. 4
3. 2
4. 2
5. 5
6. 1
7. 3
8. 4
9. 2
10. 2
11. 5
12. 1
13. 1
14. 4
15. 4

WORKSHEET 37: *I* BEFORE *E* RULE

EXERCISE:

1. ancient
2. brief
3. friend
4. grieve
5. veil
6. conscience
7. frontier
8. conceive
9. receipt
10. anchieve
11. their
12. foreign
13. niece
14. vein
15. eight
16. weight
17. seize
18. relieve
19. handkerchief
20. yield

WORKSHEET 38:
DOUBLE FINAL CONSONANT RULE

EXERCISE:

1. trimmer
2. spinner
3. wrapper
4. hitter
5. learner
6. excellence
7. occurrence
8. difference
9. confirming
10. compelling
11. conferring
12. committing
13. equipping
14. omitting
15. appearing
16. defeating
17. offering
18. hopped
19. stopped
20. wagged
21. benefited
22. performance
23. attendance
24. admittance

WORKSHEET 39:FINAL *E* RULE

EXERCISE:

1. managing
2. improving
3. whiteness
4. rudeness
5. careful
6. graceful
7. agreeable
8. management
9. improvement
10. arrangement
11. dining
12. hoping
13. using
14. separating
15. advising
16. losing
17. purchasing
18. owing
19. loving
20. judged
21. larger
22. receiving
23. sincerely
24. refined

WORKSHEET 40: *Y* TO *I* RULE

EXERCISE:

1. buyer
2. employer
3. enjoying
4. beautiful
5. business
6. iciness
7. carrying
8. angrily
9. copying
10. hurrying
11. heaviest
12. delayed
13. paid
14. voluntarily
15. accompaniment
16. modifies
17. ordinarily
18. studying

WORKSHEET 41:
GROUPING BY COMMON SUFFIXES

EXERCISE A:

1. confusion, suspicion
2. Construction, Decoration, Occupation
3. fiction
4. physician
5. amunition
6. retention

EXERCISE B:

1. introductory
2. literary
3. voluntary
4. customary

EXERCISE C:

1. economize
2. paralyze
3. analyze, disguise, summarize
4. dispise

EXERCISE D:

1. residence
2. reverence
3. occurrence
4. accordance

EXERCISE E:

1. tyrant
2. immigrant
3. emigrant
4. significant, predominant
5. deficient
6. abundant
7. opponent
8. current

EXERCISE F:

1. visitor
2. employer
3. senator
4. conductor
5. inventor

EXERCISE G:

1. concede
2. exceed
3. supersede
4. recede
5. Proceed
6. precede

WORKSHEET 42: SPELLING DEMONS

EXERCISE:

1. accommodate
2. excellent
3. embarrassed
4. separate
5. chocolate
6. all right
7. villain

WORKSHEET 43: SPELLING TEST PRACTICE

TEST A

1. 1
2. 4
3. 1
4. 1
5. 2
6. 4
7. 2
8. 1
9. 4
10. 1
11. 3
12. 4
13. 2
14. 4
15. 1
16. 2

TEST B

1. 1
2. 2
3. 1
4. 4
5. 5
6. 1
7. 2
8. 5
9. 5
10. 1

WORKSHEET 44: PARALLEL CONSTRUCTION

EXERCISE A:

1. a) X
   b) C
2. a) X
   b) C
3. a) C
   b) X
4. a) X
   b) C
5. a) X
   b) C
6. a) X
   b) C
7. a) C
   b) X
8. a) X
   b) C

EXERCISE B:

1. 2
2. 3
3. 3
4. 1
5. 3
6. 4
7. 2
8. 4

WORKSHEET 45: CONFUSING MODIFICATION

EXERCISE:

1. 3
2. 2
3. 1
4. 3
5. 4
6. 4
7. 3
8. 1
9. 4
10. 2

WORKSHEET 46: WORDINESS

EXERCISE:

1. 2
2. 4
3. 3
4. 1
5. 2
6. 3
7. 3
8. 1
9. 2
10. 2
11. 4
12. 1
13. 4
14. 3

WORKSHEET 47: SHIFTS IN SUBJECT AND VERB TENSE

EXERCISE:

1. 3
2. 4
3. 2
4. 2
5. 4
6. 2
7. 2
8. 2
9. 1
10. 4
11. 3
12. 2

WORKSHEET 48: *ING* WORK GROUPS

EXERCISE:

1. Skiing down the slope, I landed in a snowbank.
2. Gazing at the clear summer sky, they spotted several meteors.
3. Casting the line with a deft twist, Diane immediately hooked a trout.
4. I fell in the puddle, ruining my new suit.
5. The taxi driver sped from the airport, leaving her luggage on the sidewalk.
6. She spends many hours at a sale, weighing the prices carefully.
7. Opening at the Kennedy Center, the play had a sellout crowd.
8. I sliced the orange, cutting my finger in the process.
9. They took a new route on Tuesday, enjoying the change in scenery.
10. Skidding on the ice, the car crashed into the bank.
11. Padding the canoe alone, I was quite tired at the end of the day.
12. Stuffing the clothes into the washing machine, he did not notice that his pen was still attached to his pocket.
13. Racing to the bus, Sara broke the heel on her shoe.
14. Searching the pantry for the mustard, she knocked over the bag of flour.
15. Sizing up the wave, Howard quickly positioned himself on the surfboard.

WORKSHEET 49: CHOOSING THE RIGHT WORD

EXERCISE A:

1. (4) compliment
2. (1) principal
3. (3) affected
4. (1) eager
5. (4) among
6. (4) likely
7. (4) all right
8. (2) number
9. (3) altogether
10. (3) lose

EXERCISE B:

1. (1) principal
2. (3) compliment
3. (2) whose
4. (2) Never use kind of an; use kind of.
5. (1) infamous, notorious
6. (4) course
7. (1) alter
8. (2) likely
9. (2) effects
10. (4) whose

EXERCISE C:

1. (2) lose
2. (1) course
3. (3) number
4. (4) acceptable
5. (3) to
6. (1) whose
7. (2) likely
8. (2) likely
9. (4) morale
10. (1) They're

EXERCISE D:

1. (3) as
2. (2) past
3. (5)
4. (5)
5. (4) than
6. (3) into
7. (3) morale
8. (4) who's
9. (1) imply
10. (2) further